

# 2011 Dual Credit Survey Summary Report

(amended 2/22/2012)

Missouri Department of Higher Education

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## **Executive Summary**

Missouri statutes allow public high schools to offer college-level courses to high school students in cooperation with public and private colleges and universities. The Coordinating Board for Higher Education's Dual Credit Policy and Principles of Good Practice for Dual Credit Courses have established quality standards and expectations with which all Missouri institutions offering dual credit programs are expected to comply.

In May 2011, the Missouri Department of Higher Education initiated an online survey of all Missouri institutions of higher education to assess the level of institutions' compliance with the Dual Credit Policy. The survey also sought to compare institutional reporting with the 2008 survey, identify significant issues that limit or impede institutional compliance with the policy, and make recommendations for action.

MDHE staff worked with representatives of the Committee on Transfer and Articulation (COTA) and its advisory council (COTA-AC) to develop a comprehensive, mixed-method survey based on the CBHE Dual Credit Policy and Principles of Good Practice, as well as selected quality measures used by the National Alliance for Concurrent Enrollment Partnerships (NACEP). MDHE distributed the 56-question survey electronically to 52 public and independent institutions. Thirty-three institutions completed the survey, and 19 institutions do not offer dual credit programs and did not complete the survey. The MDHE shared this report with the chief academic officer of each institution that offers dual credit to review for accuracy and to provide comment. Members of COTA also reviewed and commented on the draft. Staff made corrections as needed and incorporated comments provided by the chief academic officers and COTA where appropriate.

Based on the data and information provided by the institutions, the MDHE concluded that all 33 institutions completing the survey are complying with the major policy indicators. Several institutions did not meet each of the sub-units of the indicators, which were scattered across the spectrum of quality indicators. The lack of compliance by an institution in one or more of these sub-units does not, in our view, detract significantly from the overall quality of the institution's dual credit offerings.

In many instances, institutions did not meet the full letter of the policy but justified the exception as permitted by the policy. For example, the policy requires high school students to have at least a 3.0 GPA to be eligible to take dual credit courses, but several institutions provided appropriate justifications for their exceptions to the policy. There were a few areas of concern, most notably in the depth of professional development opportunities provided for dual credit instructors.

The institutions also identified challenges they face in delivering their programs. Many of them were the same as those identified in the 2008 survey. These included:

- the recruitment and replacement of qualified teachers
- providing professional developmental activities for dual credit instructors
- providing instructional support and campus liaisons for dual credit instructors
- maintaining course content with college rigor
- enforcing CBHE policy regarding instructor qualifications or other state guidelines

### **Recommendations and conclusions:**

1. **Improve depth of compliance.** Several institutions fell short of full compliance with many important policy guidelines, particularly in the areas of Program Structure and Administration, Faculty Qualifications and Support, and Assessment of Student Performance. We recommend that those institutions address these areas and report to the MDHE steps they have taken to address the shortcomings.
2. **Seek NACEP accreditation.** Three dual credit programs are accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), and five more

are seeking or considering seeking accreditation. To ensure consistency in program quality, the MDHE and the Committee on Transfer and Articulation strongly encourage all institutions to seek and obtain NACEP accreditation.

3. **Review policy in context of early college programs.** Early college programs such as dual credit can be an important component in the state's effort to increase educational attainment. As such, we recommend that the CBHE Dual Credit Policy be reviewed and revised as needed within the larger context of all early college programs. Such a review will allow institutions the opportunity to develop high-quality early college programs to meet the needs of their local constituents and help achieve statewide goals.
4. **Address recurring concerns.** In both the 2008 and 2011 Dual Credit Surveys, institutions identified similar issues affecting their ability to offer quality dual credit programs. We recommend that the MDHE and the institutions work together as appropriate to address these concerns.
5. **Develop instrument for annual reporting.** To ensure the quality of dual credit programs and facilitate reporting to the Department of Elementary and Secondary Education and other interested constituents, the MDHE and the institutions should work collaboratively to develop appropriate mechanisms for the annual collection of data and other information about dual credit programs.
6. **Make out-of-state institutions accountable.** Due to the increasing number of out-of-state institutions offering dual credit courses, the CBHE Dual Credit Policy should be strengthened to ensure out-of-state institutions comply with the recommended guidelines.

## Cumulative Summary of Dual Credit Programs in Missouri

### PROGRAM STATISTICS

Number of dual credit courses offered	1,182
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	35,126
Total number of student credit hours earned through dual credit programs for AY 2010-2011	188,531
Total number of dual credit instructors across all courses (unduplicated headcount)	2,458

### Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

#### STUDENT ELIGIBILITY

	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	18	15 <sup>1</sup>		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	32	1		

#### PROGRAM STRUCTURE and ADMINISTRATION

<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>Does the on-campus faculty (liaison) monitor</b> </div>	Instructor Approval? . . . . .	28	5		
	Syllabus? . . . . .	33	0		
	Textbook? . . . . .	32	1		
	Teaching Methodology? . . . . .	24	9		
	Student Assessment Strategies? . . . . .	29	4		
Does the institution have established cut-off dates for registration?		33	0		
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		30	3		
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?		31	1	1	
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?		33	0		

#### FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?		26	7		
Does the liaison provide on-site supervision of the dual credit instructor?		25	8		
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>Does the institution provide training and orientation in</b> </div>	Course Curriculum? . . . . .	28	5		
	Assessment Criteria? . . . . .	26	7		
	Pedagogy? . . . . .	19	14		
	Course Philosophy? . . . . .	22	11		
	Administrative Responsibilities? . . . . .	24	9		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		29	4		

#### ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	26	7		
Is student assessment supervised by the appropriate faculty on the college campus?	29	4		

#### TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	31	2		
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#### EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	30	3		
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#### OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	27	6		
Is the institution NACEP accredited?	3	30		
Is the institution seeking NACEP accreditation?	5	25		

<sup>1</sup> Of the 15 institutions that admitted students with less than a 3.0 GPA, none admitted a student with less than a 2.9 GPA and all reported that the admission of students with less than a 3.0 GPA was a rare occurrence. The policy exceptions fell within COTA's recommendations for policy compliance and were documented by materials submitted to the MDHE.

## **Introduction**

In the past few decades, many states have promoted student access to college by increasing accelerated learning opportunities and developing partnerships among high schools, postsecondary institutions and the workforce. Recently, President Obama challenged institutions to return the United States to its position of having the highest proportion of college graduates by 2020. Higher education administrators are redoubling efforts to identify gaps in college preparation and readiness, with recent emphasis being placed on the need for stronger connections between secondary and postsecondary curricula, missions and systems.

One strategy many states, including Missouri, have used in pursuit of these goals is to offer “early college” programs which enable high school students to simultaneously receive both high school and college-level course credit. Early college programs have tremendous potential to improve educational attainment because they enrich and extend the high school curriculum, offer students access to introductory college coursework, and avoid unnecessary duplication in coursework as students move from high school to college. Current research indicates that early-college programs increase college-going rates, especially among first-generation college students. Early college programs have the potential to save money for students and their families, the state and taxpayers. These programs also contribute to increased efficiency in moving students through the educational pipeline.

Early college programs also have been shown to be effective in reaching at-risk students and helping them to keep their academic careers on track. The research indicates that students who lack the skills to succeed in a college-level curriculum in one discipline may be capable of succeeding in another. The research further suggests that providing students with early college

experiences has a salutary effect on educational persistence and reduces high school dropout rates.

Dual credit is one example of an early college program, and is the most common early college experience in Missouri. Dual credit programs, which Missouri colleges and universities have been offering for nearly two decades, meet a variety of objectives in a cost-efficient manner. By increasing the academic rigor of courses offered in high school, dual credit programs immerse students in a challenging setting while they also earn college credit. In addition to facilitating a more seamless transition into college for students, dual credit programs benefit institutions by developing partnerships to integrate standards for quality programs, as well as to share data and costs.

Section 167.223, RSMo authorizes public high schools, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, to offer postsecondary course options to high school juniors and seniors. The statute was amended in 1998 to expand eligibility for dual credit enrollment to high school freshmen and sophomores. The Coordinating Board for Higher Education approved a statewide Dual Credit Policy in 1992 and revised the policy in 1999 and 2009. (See Appendix A) The CBHE also approved Principles of Good Practice for Dual Credit Courses in 1999. (See Appendix B)

The Missouri Department of Higher Education (MDHE) is responsible for collecting data and reporting on the quality of dual credit programs. The Dual Credit Policy requires each institution to provide evidence that it has implemented the policy guidelines for the delivery of dual credit programs offered in high schools. The chief academic officer of each institution offering dual credit courses is responsible for assuring institutional compliance with the policy



guidelines for *Student Eligibility, Program Structure and Administration, Faculty Qualifications and Support, Assessment of Student Performance and Transferability and Credit*.

As dual credit is a cooperative effort between secondary schools and postsecondary institutions, the CBHE is required to provide annually an updated list of dual credit programs that are in compliance with the policy to the Department of Elementary and Secondary Education (DESE) and other interested constituents. Additionally, all institutions—public and private—offering dual credit courses are required to report annually to the CBHE the number of sections offered, the number of students enrolled (duplicated headcount) per high school, and summary data on the performance of dual credit students, to name a few. Over the past several years, however, the institutions have not submitted, nor has the MDHE asked them to submit, data on dual enrollment. The MDHE last conducted a comprehensive review of dual credit programs in 2008.

### ***2011 Dual Credit Survey: Methodology***

MDHE staff worked with representatives of the Committee on Transfer and Articulation (COTA) and its advisory council COTA-AC to develop a comprehensive, mixed-method survey. Chief academic officers at each public institution also were given the chance to comment on drafts of the survey to ensure validity from their perspectives. Select standards from the National Alliance for Concurrent Enrollment Programs, a national accrediting body, were included in the survey.

The survey was distributed electronically to 52 public and independent two-year and four-year institutions (Tables 1 & 2). The 56-question survey elicited both qualitative and quantitative responses. As it was an electronic survey, the instrument enabled MDHE to collect additional data and to compile it in a much simpler format than previous survey methods have

allowed. It also enabled the survey to be tailored to each institution by providing additional questions to clarify certain responses to previous questions.

Metropolitan Community College (MCC) and St. Louis Community College (SLCC) each provided a single response that encompassed all the campuses in their respective systems. The MDHE surveyed each campus of the University of Missouri System separately.

MDHE staff analyzed the completed surveys to measure institutional compliance with the Dual Credit Policy and the Principles of Good Practice for Dual Credit Courses. The survey also permitted the MDHE to compare current reporting to the 2008 survey, identify significant issues that limit or impede institutional compliance with the policy, and make recommendations for action. MDHE staff prepared a draft summary report, which it shared with the chief academic officer of each institution offering dual credit to review for accuracy and to provide comment. Members of COTA also reviewed and commented on the draft. The chief academic officers' comments, as well as suggestions from COTA, were incorporated where appropriate in the final version of the summary report.

## **Recommendations and conclusions**

1. **Improve depth of compliance.** Several institutions fell short of full compliance with many important policy guidelines, particularly in the areas of Program Structure and Administration, Faculty Qualifications and Support, and Assessment of Student Performance. We recommend that those institutions address those areas and report to the MDHE steps they have taken to address the shortcomings.
2. **Seek NACEP accreditation.** Three dual credit programs are accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), and five more are seeking or considering seeking accreditation. To ensure consistency in program quality, the MDHE and the Committee on Transfer and Articulation strongly encourage all institutions to seek and obtain NACEP accreditation.
3. **Review policy in context of early college programs.** Early college programs such as dual credit can be an important component in the state's effort to increase educational

attainment. As such, we recommend that the CBHE Dual Credit Policy be reviewed and revised as needed within the larger context of all early college programs. Such a review will allow institutions the opportunity to develop high-quality early college programs to meet the needs of their local constituents and help achieve statewide goals.

4. **Address recurring concerns.** In both the 2008 and 2011 Dual Credit Surveys, institutions identified similar issues affecting their ability to offer quality dual credit programs. We recommend that the MDHE and the institutions work together as appropriate to address these concerns.
5. **Develop instrument for annual reporting.** To assure the quality of dual credit programs and facilitate reporting to the Department of Elementary and Secondary Education and other interested constituents, the MDHE and the institutions should work collaboratively to develop appropriate mechanisms for the annual collection of data and other information about dual credit programs.
6. **Make out-of-state institutions accountable.** Due to the increasing number of out-of-state institutions offering dual credit courses, the CBHE Dual Credit Policy should be strengthened to ensure out-of-state institutions comply with the recommended guidelines.

## Survey Results

In all, 33 institutions provided complete responses to the survey. Twenty institutions reported they did not offer dual credit or opted out. All 33 public and independent institutions that had previously reported compliance with Dual Credit Policy Guidelines responded to the 2011 Dual Credit Survey. Tables 1 and 2 delineate the breakdown in responses received:

Table 1: 2011 Dual credit survey respondents	
Public Institutions	Independent Institutions
Crowder College	Central Methodist University
East Central College	Drury University
Jefferson College	Hannibal-LaGrange University
Lincoln University	Lindenwood University
Linn State Technical College	Maryville University
Metropolitan Community College	Missouri Baptist University
Mineral Area College	Missouri Valley College
Missouri Southern State University	Rockhurst University
Missouri State University	

Missouri State University-West Plains	St. Louis University
Missouri Western State University	Southwest Baptist University
Moberly Area Community College	Stephens College
North Central Missouri College	Wentworth Military Academy
Northwest Missouri State University	William Jewell College
Ozarks Technical Community College	
Southeast Missouri State University	
State Fair Community College	
Three Rivers Community College	
University of Central Missouri	
University of Missouri-Kansas City	
University of Missouri-St. Louis	

Table 2: Institutions responding that they do not offer dual credit	
Public Institutions	Independent Institutions
Harris-Stowe State University	Avila University
Missouri University of Science & Technology	College of the Ozarks
St. Charles Community College	Columbia College
St. Louis Community College	Cottey College
Truman State University	Culver Stockton College
University of Missouri-Columbia	Evangel University
	Fontbonne University
	Park University
	Washington University
	Webster University
	Westminster College
	William Woods University

The institutions reported that 35,126 students were enrolled in dual credit courses during the 2010-2011 academic year. Students enrolled in dual credit programs earned an average of 5.49 credit hours. The institutions employed over 2,500 dual credit instructors for 1,182 courses.

Based on the data and information provided by the institutions, the MDHE concluded that all 33 institutions are complying with the major policy indicators. Several institutions did not meet each of the sub-units of the indicators, which were scattered across the spectrum of quality indicators. The lack of compliance by an institution in one or more of these sub-units does not, in our view, detract significantly from the overall quality of the institution's dual credit offerings.

Certain indicators, however, appeared to create more problems for the institutions than others. Five institutions do not provide any discipline-specific training and orientation for their dual credit instructors. Additionally, eight institutions did not provide training in assessment criteria, 14 did not provide training in pedagogy, 11 did not provide training in course philosophy and seven did not provide training in the institution's administrative responsibility and procedures.

## **Student Eligibility**

### ***GPA Requirements***

Eighteen institutions reported that all students enrolled in dual credit met the 3.0 GPA minimum for eligibility, while the other 15 institutions reported extenuating circumstances that led to the admission of students with less than a 3.0 GPA. None of the institutions admitted a student with less than a 2.9 GPA and all reported that the admission of students with less than a 3.0 GPA was a rare occurrence. One institution reported allowing students to participate for one semester on probationary status and with attainment of a grade of "B" or better be allowed to continue in the program. The policy exceptions fell within COTA's recommendations for policy compliance and were documented with materials submitted to the MDHE.

### ***Admission and Competency Assessment***

Institutions are expected to hold dual credit students to the same requirements for admission to individual courses as those expected of on-campus students. Twenty-four institutions reported requiring admission tests or other competency assessments for individual dual credit courses. Nine respondents stated that they did not have an admission requirement in place.

## **Program Structure and Administration**

Many institutions reported administrating dual credit programs through their Academic Affairs department, with a smaller number administering dual credit through Admissions/Enrollment Management. All institutions reported they had established cutoff dates for registration, while 31 institutions provided students with access to student and academic support similar to that of college students.

### ***Student Rights and Support***

A total of 33 reporting institutions provided secondary schools with information regarding the rights and responsibilities of admitted and enrolled college/university students.

### ***Instructor Support***

All reporting institutions provided an assigned liaison from the appropriate academic unit of the college for high school faculty teaching dual credit courses. Institutions reported that their liaison approved and/or monitored high school dual credit instructors in the following areas:

<b>Table 3: Support Provided to Dual Credit Instructors by Institutional Liaison</b>		
<b>Type of support</b>	<b>Number of responses</b>	<b>Percentage of all responses</b>
<b>Instructor Approval</b>	28	84%
<b>Syllabus</b>	33	100%
<b>Textbook</b>	32	97%
<b>Teaching Methodology</b>	24	72%
<b>Student Assessment Strategies</b>	29	88%
<b>Instructor Evaluation</b>	26	79%
<b>On-Site Supervision</b>	25	75%
<b>Other</b>	9	27%

The 27 percent “other” responsibilities assigned to the institutional liaison included professional development workshops, managing student eligibility issues, mentoring and technological assistance.

### **Faculty Qualifications and Support**

#### ***Qualifications***

All but two institutions reported that at least 90 percent of their dual credit instructors had a master's degree that included a minimum of 18 semester hours in the academic field in which they were teaching. One institution reported improving its compliance rate from 64 percent in 2008 to 87 percent currently. A significant number of institutions indicated they had experienced trouble finding or replacing qualified instructors in rural areas. Many teachers possessed a master's degree that did not include substantial study in the content area.

### ***Training***

Twenty-seven institutions provided dual credit instructors with varying degrees of discipline-specific training and orientation. This variation often resulted from departmental discretion over training activities, which differed vastly across discipline areas. Respondents provided comments explaining their training and orientation; some provide regularly scheduled orientations in the fall and summer, while others use a handbook in lieu of orientation. The six non-compliant institutions provided no rationale; however, two of the institutions noted that they do provide this training for new instructors on an as-needed basis. See Table 4 for a breakdown of the elements of training provided and the percentages of compliant institutions including these elements as a part of their training.

<b>Table 4: Training Provided by Institutional Liaison</b>		
<b>Type of training</b>	<b>Number of responses</b>	<b>Percentage of all responses</b>
<b>Course</b>	28	85%
<b>Assessment Criteria</b>	26	79%
<b>Pedagogy</b>	20	60%
<b>Course Philosophy</b>	22	66%
<b>Administrative Responsibilities / Procedures</b>	24	72%
<b>Other</b>	2	6%

### ***Collegial Interaction/Peer Mentor***

Twenty-nine reporting institutions provided collegial interaction/peer mentoring to address course content, best practices for assessment and evaluation, and current updated research in the field. Responses from institutions not providing this support indicated they were either in process for developing training or that they believed teachers could seek assistance with questions over the subject matter on a need-to-know basis. Another institution offered a stipend for one tuition-free college course per course taught, which they could use to receive additional training.

### ***Remuneration***

In all, 82 percent of the reporting institutions remunerated dual credit instructors. They did this through a variety of means, including:

- Direct pay per student to the high school (41 percent)
- Scholarships (16 percent)
- Tuition waivers (10 percent)
- Fee waivers (6 percent)
- Other (16 percent, includes library privileges and textbooks for all students and instructors in the course; campus fitness center membership and stipends to attend professional development).

### ***Assessment of Student Performance***

Institutions are expected to hold dual credit students to the same standards and methods of assessments as those expected of students in an on-campus section of the same course.

Twenty-five institutions reported that they use the same assessments for dual credit courses taught in the high school as the corresponding courses taught on the college campus. Twenty-nine institutions reported student assessment is supervised by appropriate faculty on the college campus.



### ***NACEP Accreditation***

Three institutions are accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP): the University of Missouri-St. Louis, Missouri Baptist University and the University of Missouri-Kansas City. Of the 28 who are not NACEP accredited, five institutions reported working towards NACEP accreditation: Missouri Western State University, Central Methodist University, University of Central Missouri, Southeast Missouri State University and St. Louis University.

<b>Table 5: National Alliance of Concurrent Enrollment Partnerships (NACEP) Accreditation</b>	
<b>NACEP Accredited</b>	<b>Seeking NACEP Accreditation</b>
Missouri Baptist University	Central Methodist University
University of Missouri-Kansas City	Missouri Western State University
University of Missouri-St. Louis	St. Louis University
	Southeast Missouri State University
	University of Central Missouri

Twenty-five institutions indicated that they were not seeking accreditation and 10 provided statements outlining their reasons for not seeking accreditation. Those reasons included the cost in time and resources, lack of knowledge of an accrediting agency and the perception that accreditation is unnecessary. The MDHE and COTA strongly recommend that all institutions offering dual credit seek and obtain NACEP accreditation.

### ***Official Transcript***

Only two institutions reported that they did not provide an official transcript of dual credit students' grades.

## **Persistent Issues in 2008 and 2011 Dual Credit Surveys**

### ***Shortage of Qualified Instructors and Access in Low-Income Regions***

By and large, faculty development and the inability to find or replace qualified teachers to instruct dual credit courses continues to be the most significant barrier for all institution types

since the 2008 report. In addition to finding qualified instructors in rural regions, respondents from the 2011 survey (particularly public two-year institutions) emphasized challenges related to serving low-income students' needs in terms of access to computers and parents' ability to pay for courses.

While some rural areas used online instruction as an alternative, the lack of funding combined with finding teachers with a master's degree in the focus area, created obstacles. Currently, there is an expanding number of postsecondary institutions forming collaborative partnerships to offer webinars and other online instructional formats while sharing resources, lab and library access. A closer examination of their strategies would prove an invaluable resource for addressing barriers in access to dual credit instructors, courses and strategies. Many online resources (Blackboard, email and training modules) have already supplemented the face-to-face workshops and orienting activities; therefore, these formats would be cost-effective ways to network within and between institutions.

## Summary table: All institutions

Institution	Number of dual credit courses offered	Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	Total number of student credit hours earned through dual credit programs for AY 2010-2011	Total number of dual credit instructors across all courses (unduplicated headcount)	Average credit hours earned per student
Central Methodist University	50	2,139	16,141	155	7.55
Crowder College	31	1,022	6,078	68	5.95
Drury University	35	959	4,925	45	5.14
East Central College	14	575	2847	23	4.96
Hannibal-LaGrange University	18	128	494	13	3.86
Jefferson College	11	405	3,145	28	7.77
Lincoln University	40	583	4266	36	7.32
Lindenwood University	27	439	2,676	24	6.09
Linn State Technical College	5	51	276	22	5.41
Maryville University of Saint Louis	4	73	364	1	4.99
Metropolitan Community College	87	1,702	10,863	75	6.38
Mineral Area College	31	693	3,376	31	4.87
Missouri Baptist University	61	1,834	10,835	137	5.91
Missouri Southern State University	14	268	1,680	19	6.27
Missouri State University	70	2,289	12,348	275	5.39
Missouri State University-West Plains	11	244	1,022	38	4.19
Missouri Valley College	21	327	1,897	41	5.80
Missouri Western State University	28	708	3,149	49	4.45
Moberly Area Community College	37	714	4,975	54	6.97
North Central Missouri College	24	424	3,438	52	8.11
Northwest Missouri State University	25	408	2,355	62	5.77
Ozarks Technical Community College	49	280	1,388	31	4.96
Rockhurst University	27	532	3,342	30	6.28
St. Louis University	59	5,371	39,990	416	7.45
Southeast Missouri State University	43	1,374	6,981	79	5.08
Southwest Baptist University	8	417	2,060	29	4.94
State Fair Community College	80	594	3,400	133	5.72
Stephens College	1	15	45	1	3.00
Three Rivers Community College	30	367	2,193	61	5.98
University of Central Missouri	63	1,585	5,647	138	3.56
University of Missouri-Kansas City	86	4,509	18,040	276	4.00
University of Missouri-St. Louis	55	3,491	4,794	25	1.37
Wentworth Military Academy	37	606	3,501	81	5.78
Statewide totals	1,182	35,126	188,531	2,548	5.49

Dual Credit by Sector					
Sector	Number of dual credit courses offered	Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	Total number of student credit hours earned through dual credit programs for AY 2010-2011	Total number of dual credit instructors across all courses (unduplicated headcount)	Average credit hours earned per student
Two-year public	410	7071	43001	616	5.93
Four-year public	424	15,215	59,260	959	4.801
Independent	348	12,840	86,270	973	5.565
Total	1,182	35,126	188,531	2,548	5.49

Sector Share of Dual Credit Programs				
Sector	Number of dual credit courses offered	Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	Total number of student credit hours earned through dual credit programs for AY 2010-2011	Total number of dual credit instructors across all courses (unduplicated headcount)
Two-year public	34.69%	20.13%	22.80%	24.17%
Four-year public	35.87%	43.31%	31.43%	37.63%
Independent	29.44%	36.55%	45.75%	38.18%

## Central Methodist University

Central Methodist University is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. We encourage Central Methodist University to address the areas marked "NO" below.

### PROGRAM STATISTICS

Number of dual credit courses offered	50
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	2,139
Total number of student credit hours earned through dual credit programs for AY 2010-2011	16,141
Total number of dual credit instructors across all courses (unduplicated headcount)	155

### Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

### PROGRAM STRUCTURE and ADMINISTRATION

<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>Does the on-campus faculty (liaison) monitor</b> </div>	Instructor Approval? . . . . .		X		
	Syllabus? . . . . .	X			
	Textbook? . . . . .	X			
	Teaching Methodology? . . . . .	X			
	Student Assessment Strategies? . . . . .	X			
Does the institution have established cut-off dates for registration?		X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?		X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?		X			

### FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?		X			
Does the liaison provide on-site supervision of the dual credit instructor?		X			
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>Does the institution provide training and orientation in</b> </div>	Course Curriculum? . . . . .	X			
	Assessment Criteria? . . . . .	X			
	Pedagogy? . . . . .	X			
	Course Philosophy? . . . . .	X			
	Administrative Responsibilities? . . . . .	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X			

### ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

### TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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### EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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### OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?	X			

## Crowder College

Crowder College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. We recommend that Crowder College address the areas marked "NO" below.

### PROGRAM STATISTICS

Number of dual credit courses offered	31
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	1,022
Total number of student credit hours earned through dual credit programs for AY 2010-2011	6,078
Total number of dual credit instructors across all courses (unduplicated headcount)	68

### Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			
<b>PROGRAM STRUCTURE and ADMINISTRATION</b>				
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <b>Does the on-campus faculty (liaison) monitor</b> </div>	Instructor Approval? . . . . .	X		
	Syllabus? . . . . .	X		
	Textbook? . . . . .	X		
	Teaching Methodology? . . . . .		X	
	Student Assessment Strategies? . . . . .		X	
Does the institution have established cut-off dates for registration?	X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X			
<b>FACULTY QUALIFICATIONS and SUPPORT</b>				
Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <b>Does the institution provide training and orientation in</b> </div>	Course Curriculum? . . . . .	X		
	Assessment Criteria? . . . . .	X		
	Pedagogy? . . . . .		X	
	Course Philosophy? . . . . .		X	
	Administrative Responsibilities? . . . . .	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			
<b>ASSESSMENT of STUDENT PERFORMANCE</b>				
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?		X		
Is student assessment supervised by the appropriate faculty on the college campus?	X			
<b>TRANSFERABILITY of CREDIT</b>				
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
<b>EVIDENCE for POLICY COMPLIANCE</b>				
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
<b>OTHER GOOD PRACTICES for DUAL CREDIT</b>				
Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		

## Drury University

Drury University reports compliance with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit, although its chief academic officer did not provide evidence that the Dual Credit Policy guidelines have been implemented.

### PROGRAM STATISTICS

Number of dual credit courses offered	35
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	959
Total number of student credit hours earned through dual credit programs for AY 2010-2011	4,925
Total number of dual credit instructors across all courses (unduplicated headcount)	45

### Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			
<b>PROGRAM STRUCTURE and ADMINISTRATION</b>				
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <b>Does the on-campus faculty (liaison) monitor</b> </div>	Instructor Approval? . . . . .	X		
	Syllabus? . . . . .	X		
	Textbook? . . . . .	X		
	Teaching Methodology? . . . . .	X		
	Student Assessment Strategies? . . . . .	X		
Does the institution have established cut-off dates for registration?	X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X			
<b>FACULTY QUALIFICATIONS and SUPPORT</b>				
Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <b>Does the institution provide training and orientation in</b> </div>	Course Curriculum? . . . . .	X		
	Assessment Criteria? . . . . .	X		
	Pedagogy? . . . . .	X		
	Course Philosophy? . . . . .	X		
	Administrative Responsibilities? . . . . .		X	
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			
<b>ASSESSMENT of STUDENT PERFORMANCE</b>				
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			
<b>TRANSFERABILITY of CREDIT</b>				
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
<b>EVIDENCE for POLICY COMPLIANCE</b>				
Has the chief academic officer provided evidence that these policy guidelines have been implemented?		X		
<b>OTHER GOOD PRACTICES for DUAL CREDIT</b>				
Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?				X

East Central College				
East Central College is compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit.				
<b>PROGRAM STATISTICS</b>				
Number of dual credit courses offered	14			
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	575			
Total number of student credit hours earned through dual credit programs for AY 2010-2011	2847			
Total number of dual credit instructors across all courses (unduplicated headcount)	23			
<b>Policy compliance based on self-reported responses to the 2011 Dual Credit Survey</b>				
<b>STUDENT ELIGIBILITY</b>	<b>YES</b>	<b>NO</b>	<b>N/R</b>	<b>N/A</b>
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			
<b>PROGRAM STRUCTURE and ADMINISTRATION</b>				
<div>Does the on-campus faculty (liaison) monitor</div>	Instructor Approval? . . . . .	X		
	Syllabus? . . . . .	X		
	Textbook? . . . . .	X		
	Teaching Methodology? . . . . .	X		
	Student Assessment Strategies? . . . . .	X		
Does the institution have established cut-off dates for registration?	X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X			
<b>FACULTY QUALIFICATIONS and SUPPORT</b>				
Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div>Does the institution provide training and orientation in</div>	Course Curriculum? . . . . .	X		
	Assessment Criteria? . . . . .	X		
	Pedagogy? . . . . .	X		
	Course Philosophy? . . . . .	X		
	Administrative Responsibilities? . . . . .	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			
<b>ASSESSMENT of STUDENT PERFORMANCE</b>				
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			
<b>TRANSFERABILITY of CREDIT</b>				
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
<b>EVIDENCE for POLICY COMPLIANCE</b>				
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
<b>OTHER GOOD PRACTICES for DUAL CREDIT</b>				
Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		



Hannibal-LaGrange University							
Hannibal-LaGrange University did not provide evidence that it has implemented the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. It is recommended that Hannibal-LaGrange University address the areas marked "NO" below and provide evidence of policy implementation.							
<b>PROGRAM STATISTICS</b>							
Number of dual credit courses offered				18			
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011				128			
Total number of student credit hours earned through dual credit programs for AY 2010-2011				494			
Total number of dual credit instructors across all courses (unduplicated headcount)				13			
<b>Policy compliance based on self-reported responses to the 2011 Dual Credit Survey</b>							
<b>STUDENT ELIGIBILITY</b>				<b>YES</b>	<b>NO</b>	<b>N/R</b>	<b>N/A</b>
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?				X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?					X		
<b>PROGRAM STRUCTURE and ADMINISTRATION</b>							
<div> <div>Does the on-campus faculty (liaison) monitor</div> <div> Instructor Approval? ..... X  Syllabus? ..... X  Textbook? ..... X  Teaching Methodology? ..... X  Student Assessment Strategies? ..... X </div> </div>							
Does the institution have established cut-off dates for registration?				X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?					X		
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?				X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?				X			
<b>FACULTY QUALIFICATIONS and SUPPORT</b>							
Does the liaison evaluate the instructor?				X			
Does the liaison provide on-site supervision of the dual credit instructor?				X			
<div> <div>Does the institution provide training and orientation in</div> <div> Course Curriculum? ..... X  Assessment Criteria? ..... X  Pedagogy? ..... X  Course Philosophy? ..... X  Administrative Responsibilities? ..... X </div> </div>							
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?					X		
<b>ASSESSMENT of STUDENT PERFORMANCE</b>							
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?					X		
Is student assessment supervised by the appropriate faculty on the college campus?				X			
<b>TRANSFERABILITY of CREDIT</b>							
Are course credits earned by dual credit students recorded on an official transcript from the institution?				X			
<b>EVIDENCE for POLICY COMPLIANCE</b>							
Has the chief academic officer provided evidence that these policy guidelines have been implemented?					X		
<b>OTHER GOOD PRACTICES for DUAL CREDIT</b>							
Does the institution offer remuneration to dual credit instructors?				X			
Is the institution NACEP accredited?					X		
Is the institution seeking NACEP accreditation?					X		

## Jefferson College

Jefferson College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. We recommend Jefferson College address the areas marked "NO" below.

### PROGRAM STATISTICS

Number of dual credit courses offered	11
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	405
Total number of student credit hours earned through dual credit programs for AY 2010-2011	3,145
Total number of dual credit instructors across all courses (unduplicated headcount)	28

### Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			
<b>PROGRAM STRUCTURE and ADMINISTRATION</b>				
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <b>Does the on-campus faculty (liaison) monitor</b> </div>	Instructor Approval? . . . . .	X		
	Syllabus? . . . . .	X		
	Textbook? . . . . .	X		
	Teaching Methodology? . . . . .	X		
	Student Assessment Strategies? . . . . .	X		
Does the institution have established cut-off dates for registration?	X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X			
<b>FACULTY QUALIFICATIONS and SUPPORT</b>				
Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <b>Does the institution provide training and orientation in</b> </div>	Course Curriculum? . . . . .	X		
	Assessment Criteria? . . . . .	X		
	Pedagogy? . . . . .	X		
	Course Philosophy? . . . . .		X	
	Administrative Responsibilities? . . . . .	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			
<b>ASSESSMENT of STUDENT PERFORMANCE</b>				
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			
<b>TRANSFERABILITY of CREDIT</b>				
Are course credits earned by dual credit students recorded on an official transcript from the institution?		X		
<b>EVIDENCE for POLICY COMPLIANCE</b>				
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
<b>OTHER GOOD PRACTICES for DUAL CREDIT</b>				
Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?				X

Lincoln University							
Lincoln University is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. We recommend Lincoln University address the areas marked "NO" below.							
<b>PROGRAM STATISTICS</b>							
Number of dual credit courses offered				40			
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011				583			
Total number of student credit hours earned through dual credit programs for AY 2010-2011				4266			
Total number of dual credit instructors across all courses (unduplicated headcount)				36			
<b>Policy compliance based on self-reported responses to the 2011 Dual Credit Survey</b>							
<b>STUDENT ELIGIBILITY</b>				<b>YES</b>	<b>NO</b>	<b>N/R</b>	<b>N/A</b>
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?				X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?				X			
<b>PROGRAM STRUCTURE and ADMINISTRATION</b>							
<div> <div>Does the on-campus faculty (liaison) monitor</div> <div> Instructor Approval? .....  Syllabus? .....  Textbook? .....  Teaching Methodology? .....  Student Assessment Strategies? ..... </div> </div>					X		
				X			
				X			
				X			
				X			
Does the institution have established cut-off dates for registration?				X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?				X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?				X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?				X			
<b>FACULTY QUALIFICATIONS and SUPPORT</b>							
Does the liaison evaluate the instructor?				X			
Does the liaison provide on-site supervision of the dual credit instructor?				X			
<div> <div>Does the institution provide training and orientation in</div> <div> Course Curriculum? .....  Assessment Criteria? .....  Pedagogy? .....  Course Philosophy? .....  Administrative Responsibilities? ..... </div> </div>					X		
					X		
					X		
					X		
					X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?				X			
<b>ASSESSMENT of STUDENT PERFORMANCE</b>							
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?				X			
Is student assessment supervised by the appropriate faculty on the college campus?				X			
<b>TRANSFERABILITY of CREDIT</b>							
Are course credits earned by dual credit students recorded on an official transcript from the institution?				X			
<b>EVIDENCE for POLICY COMPLIANCE</b>							
Has the chief academic officer provided evidence that these policy guidelines have been implemented?				X			
<b>OTHER GOOD PRACTICES for DUAL CREDIT</b>							
Does the institution offer remuneration to dual credit instructors?				X			
Is the institution NACEP accredited?					X		
Is the institution seeking NACEP accreditation?					X		

## Lindenwood University

Lindenwood University did not provide evidence that it has implemented the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. It is recommended that Lindenwood University address the areas marked "NO" below and provide evidence of policy implementation.

### PROGRAM STATISTICS

Number of dual credit courses offered	27
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	439
Total number of student credit hours earned through dual credit programs for AY 2010-2011	2,676
Total number of dual credit instructors across all courses (unduplicated headcount)	24

### Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY		YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?			X		
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <b>Does the on-campus faculty (liaison) monitor</b> </div>	Instructor Approval? .....	X			
	Syllabus? .....	X			
	Textbook? .....	X			
	Teaching Methodology? .....		X		
	Student Assessment Strategies? .....	X			
Does the institution have established cut-off dates for registration?		X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?		X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?		X			
FACULTY QUALIFICATIONS and SUPPORT					
Does the liaison evaluate the instructor?		X			
Does the liaison provide on-site supervision of the dual credit instructor?		X			
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <b>Does the institution provide training and orientation in</b> </div>	Course Curriculum? .....	X			
	Assessment Criteria? .....	X			
	Pedagogy? .....		X		
	Course Philosophy? .....	X			
	Administrative Responsibilities? .....	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?			X		
ASSESSMENT of STUDENT PERFORMANCE					
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?		X			
Is student assessment supervised by the appropriate faculty on the college campus?		X			
TRANSFERABILITY of CREDIT					
Are course credits earned by dual credit students recorded on an official transcript from the institution?		X			
EVIDENCE for POLICY COMPLIANCE					
Has the chief academic officer provided evidence that these policy guidelines have been implemented?			X		
OTHER GOOD PRACTICES for DUAL CREDIT					
Does the institution offer remuneration to dual credit instructors?		X			
Is the institution NACEP accredited?			X		
Is the institution seeking NACEP accreditation?			X		

## Linn State Technical College

Linn State Technical College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. We encourage Linn State Technical College to address the areas marked "NO" below.

### PROGRAM STATISTICS

Number of dual credit courses offered	<b>5</b>
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	<b>51</b>
Total number of student credit hours earned through dual credit programs for AY 2010-2011	<b>276</b>
Total number of dual credit instructors across all courses (unduplicated headcount)	<b>22</b>

### Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

### PROGRAM STRUCTURE and ADMINISTRATION

<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>Does the on-campus faculty (liaison) monitor</b> </div>	Instructor Approval? . . . . .	X			
	Syllabus? . . . . .	X			
	Textbook? . . . . .	X			
	Teaching Methodology? . . . . .	X			
	Student Assessment Strategies? . . . . .	X			
Does the institution have established cut-off dates for registration?		X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?			X		
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?		X			

### FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?		X			
Does the liaison provide on-site supervision of the dual credit instructor?		X			
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>Does the institution provide training and orientation in</b> </div>	Course Curriculum? . . . . .	X			
	Assessment Criteria? . . . . .	X			
	Pedagogy? . . . . .		X		
	Course Philosophy? . . . . .		X		
	Administrative Responsibilities? . . . . .	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X			

### ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

### TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?		X		
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### EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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### OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?	X			
Is the institution seeking NACEP accreditation?				X

## Moberly Area Community College

Moberly Area Community College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA. We recommend Moberly Area Community College address the areas marked "NO" below.

## PROGRAM STATISTICS

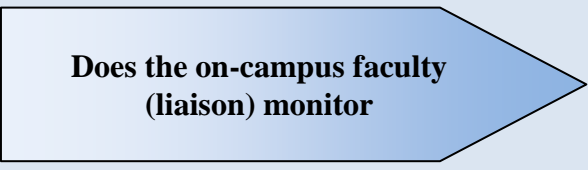
Number of dual credit courses offered	37
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	714
Total number of student credit hours earned through dual credit programs for AY 2010-2011	4,975
Total number of dual credit instructors across all courses (unduplicated headcount)	54

## Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

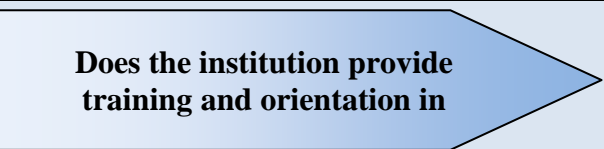
### STUDENT ELIGIBILITY

	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

### PROGRAM STRUCTURE and ADMINISTRATION

 <b>Does the on-campus faculty (liaison) monitor</b>	Instructor Approval? . . . . .	X			
	Syllabus? . . . . .	X			
	Textbook? . . . . .	X			
	Teaching Methodology? . . . . .		X		
	Student Assessment Strategies? . . . . .	X			
Does the institution have established cut-off dates for registration?		X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?		X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?		X			

### FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?		X			
Does the liaison provide on-site supervision of the dual credit instructor?		X			
 <b>Does the institution provide training and orientation in</b>	Course Curriculum? . . . . .	X			
	Assessment Criteria? . . . . .	X			
	Pedagogy? . . . . .	X			
	Course Philosophy? . . . . .	X			
	Administrative Responsibilities? . . . . .	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X			

### ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

### TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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### EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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### OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?				X

Maryville University



Maryville University is compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit.

## PROGRAM STATISTICS

Number of dual credit courses offered **4**

Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011 **73**

Total number of student credit hours earned through dual credit programs for AY 2010-2011 **364**

Total number of dual credit instructors across all courses (unduplicated headcount) **1**

## Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

### STUDENT ELIGIBILITY

YES NO N/R N/A

Do students admitted to dual credit courses have a minimum 3.0 overall GPA? X

Does institution use admission test/ assessment for admitting students to individual dual credit courses? X

### PROGRAM STRUCTURE and ADMINISTRATION

Does the on-campus faculty  
(liaison) monitor

Instructor Approval? . . . . . X

Syllabus? . . . . . X

Textbook? . . . . . X

Teaching Methodology? . . . . . X

Student Assessment Strategies? . . . . . X

Does the institution have established cut-off dates for registration? X

Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students? X

Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching? X

Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison? X

### FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor? X

Does the liaison provide on-site supervision of the dual credit instructor? X

Does the institution provide  
training and orientation in

Course Curriculum? . . . . . X

Assessment Criteria? . . . . . X

Pedagogy? . . . . . X

Course Philosophy? . . . . . X

Administrative Responsibilities? . . . . . X

Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field? X

### ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus? X

Is student assessment supervised by the appropriate faculty on the college campus? X

### TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution? X

### EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented? X

### OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors? X

Is the institution NACEP accredited? X

Is the institution seeking NACEP accreditation? X

**Metropolitan Community College**

Metropolitan Community College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA.

## PROGRAM STATISTICS

Number of dual credit courses offered **87**

Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011 **1,702**

Total number of student credit hours earned through dual credit programs for AY 2010-2011 **10,863**

Total number of dual credit instructors across all courses (unduplicated headcount) **75**

## Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

### STUDENT ELIGIBILITY

YES NO N/R N/A

Do students admitted to dual credit courses have a minimum 3.0 overall GPA?

X

Does institution use admission test/ assessment for admitting students to individual dual credit courses?

X

### PROGRAM STRUCTURE and ADMINISTRATION

Does the on-campus faculty  
(liaison) monitor

Instructor Approval? . . . . .

X

Syllabus? . . . . .

X

Textbook? . . . . .

X

Teaching Methodology? . . . . .

X

Student Assessment Strategies? . . . . .

X

Does the institution have established cut-off dates for registration?

X

Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?

X

Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?

X

Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?

X

### FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?

X

Does the liaison provide on-site supervision of the dual credit instructor?

X

Does the institution provide  
training and orientation in

Course Curriculum? . . . . .

X

Assessment Criteria? . . . . .

X

Pedagogy? . . . . .

X

Course Philosophy? . . . . .

X

Administrative Responsibilities? . . . . .

X

Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?

X

### ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?

X

Is student assessment supervised by the appropriate faculty on the college campus?

X

### TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?

X

### EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?

X

### OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?

X

Is the institution NACEP accredited?

X

Is the institution seeking NACEP accreditation?



Mineral Area College					
Mineral Area College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. It is recommended that Mineral Area College address the areas marked "NO" below, particularly in the area regarding instructor qualifications.					
PROGRAM STATISTICS					
Number of dual credit courses offered				31	
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011				693	
Total number of student credit hours earned through dual credit programs for AY 2010-2011				3,376	
Total number of dual credit instructors across all courses (unduplicated headcount)				31	
Policy compliance based on self-reported responses to the 2011 Dual Credit Survey					
STUDENT ELIGIBILITY		YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?		X			
PROGRAM STRUCTURE and ADMINISTRATION					
<div>Does the on-campus faculty (liaison) monitor</div>	Instructor Approval? . . . . .	X			
	Syllabus? . . . . .	X			
	Textbook? . . . . .	X			
	Teaching Methodology? . . . . .		X		
	Student Assessment Strategies? . . . . .	X			
Does the institution have established cut-off dates for registration?		X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?			X		
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?		X			
FACULTY QUALIFICATIONS and SUPPORT					
Does the liaison evaluate the instructor?		X			
Does the liaison provide on-site supervision of the dual credit instructor?		X			
<div>Does the institution provide training and orientation in</div>	Course Curriculum? . . . . .	X			
	Assessment Criteria? . . . . .	X			
	Pedagogy? . . . . .	X			
	Course Philosophy? . . . . .	X			
	Administrative Responsibilities? . . . . .	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?			X		
ASSESSMENT of STUDENT PERFORMANCE					
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?		X			
Is student assessment supervised by the appropriate faculty on the college campus?		X			
TRANSFERABILITY of CREDIT					
Are course credits earned by dual credit students recorded on an official transcript from the institution?		X			
EVIDENCE for POLICY COMPLIANCE					
Has the chief academic officer provided evidence that these policy guidelines have been implemented?		X			
OTHER GOOD PRACTICES for DUAL CREDIT					
Does the institution offer remuneration to dual credit instructors?		X			
Is the institution NACEP accredited?			X		
Is the institution seeking NACEP accreditation?			X		
Missouri Baptist College					

Missouri Baptist is compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA.

## PROGRAM STATISTICS

Number of dual credit courses offered **61**

Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011 **1,834**

Total number of student credit hours earned through dual credit programs for AY 2010-2011 **10,835**

Total number of dual credit instructors across all courses (unduplicated headcount) **137**

## Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

### STUDENT ELIGIBILITY

YES NO N/R N/A

Do students admitted to dual credit courses have a minimum 3.0 overall GPA?

X

Does institution use admission test/ assessment for admitting students to individual dual credit courses?

X

### PROGRAM STRUCTURE and ADMINISTRATION

Does the on-campus faculty  
(liaison) monitor

Instructor Approval? . . . . .

X

Syllabus? . . . . .

X

Textbook? . . . . .

X

Teaching Methodology? . . . . .

X

Student Assessment Strategies? . . . . .

X

Does the institution have established cut-off dates for registration?

X

Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?

X

Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?

X

Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?

X

### FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?

X

Does the liaison provide on-site supervision of the dual credit instructor?

X

Does the institution provide  
training and orientation in

Course Curriculum? . . . . .

X

Assessment Criteria? . . . . .

X

Pedagogy? . . . . .

X

Course Philosophy? . . . . .

X

Administrative Responsibilities? . . . . .

X

Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?

X

### ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?

X

Is student assessment supervised by the appropriate faculty on the college campus?

X

### TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?

X

### EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?

X

### OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?

X

Is the institution NACEP accredited?

X

Is the institution seeking NACEP accreditation?

Missouri Southern State University								
Missouri Southern State University is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit, except in the area of Faculty Qualifications and Support. We strongly recommend that Missouri Southern State University address this area and report to the MDHE on its progress.								
<b>PROGRAM STATISTICS</b>								
Number of dual credit courses offered				14				
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011				268				
Total number of student credit hours earned through dual credit programs for AY 2010-2011				1,680				
Total number of dual credit instructors across all courses (unduplicated headcount)				19				
<b>Policy compliance based on self-reported responses to the 2011 Dual Credit Survey</b>								
<b>STUDENT ELIGIBILITY</b>				<b>YES</b>	<b>NO</b>	<b>N/R</b>	<b>N/A</b>	
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?				X				
Does institution use admission test/ assessment for admitting students to individual dual credit courses?				X				
<b>PROGRAM STRUCTURE and ADMINISTRATION</b>								
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>Does the on-campus faculty (liaison) monitor</b> </div>				Instructor Approval? . . . . .	X			
				Syllabus? . . . . .	X			
				Textbook? . . . . .	X			
				Teaching Methodology? . . . . .	X			
				Student Assessment Strategies? . . . . .	X			
Does the institution have established cut-off dates for registration?				X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?				X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?				X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?				X				
<b>FACULTY QUALIFICATIONS and SUPPORT</b>								
Does the liaison evaluate the instructor?					X			
Does the liaison provide on-site supervision of the dual credit instructor?				X				
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>Does the institution provide training and orientation in</b> </div>				Course Curriculum? . . . . .		X		
				Assessment Criteria? . . . . .		X		
				Pedagogy? . . . . .		X		
				Course Philosophy? . . . . .		X		
				Administrative Responsibilities? . . . . .		X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?					X			
<b>ASSESSMENT of STUDENT PERFORMANCE</b>								
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?				X				
Is student assessment supervised by the appropriate faculty on the college campus?				X				
<b>TRANSFERABILITY of CREDIT</b>								
Are course credits earned by dual credit students recorded on an official transcript from the institution?				X				
<b>EVIDENCE for POLICY COMPLIANCE</b>								
Has the chief academic officer provided evidence that these policy guidelines have been implemented?				X				
<b>OTHER GOOD PRACTICES for DUAL CREDIT</b>								
Does the institution offer remuneration to dual credit instructors?				X				
Is the institution NACEP accredited?					X			
Is the institution seeking NACEP accreditation?							X	
Missouri Valley College								

Missouri Valley College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA. We encourage Missouri Valley College to address the areas marked "NO" below.

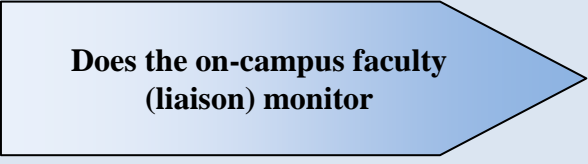
## PROGRAM STATISTICS

Number of dual credit courses offered	21
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	327
Total number of student credit hours earned through dual credit programs for AY 2010-2011	1,897
Total number of dual credit instructors across all courses (unduplicated headcount)	41

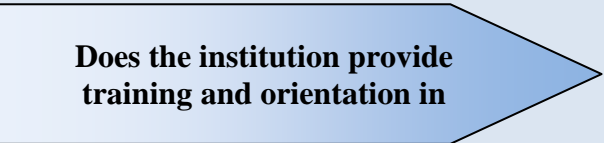
## Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?		X		

## PROGRAM STRUCTURE and ADMINISTRATION

 <b>Does the on-campus faculty (liaison) monitor</b>	Instructor Approval? . . . . .	X			
	Syllabus? . . . . .	X			
	Textbook? . . . . .	X			
	Teaching Methodology? . . . . .		X		
	Student Assessment Strategies? . . . . .		X		
Does the institution have established cut-off dates for registration?		X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?		X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?		X			

## FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?		X			
Does the liaison provide on-site supervision of the dual credit instructor?		X			
 <b>Does the institution provide training and orientation in</b>	Course Curriculum? . . . . .	X			
	Assessment Criteria? . . . . .	X			
	Pedagogy? . . . . .		X		
	Course Philosophy? . . . . .	X			
	Administrative Responsibilities? . . . . .	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?			X		

## ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?		X			
Is student assessment supervised by the appropriate faculty on the college campus?	X				

## TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X				
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## EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X				
--	---	--	--	--	--

## OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X				
Is the institution NACEP accredited?		X			
Is the institution seeking NACEP accreditation?		X			

Missouri Western State University is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA. We recommend Missouri Western State University address the areas marked "NO" below.

## PROGRAM STATISTICS

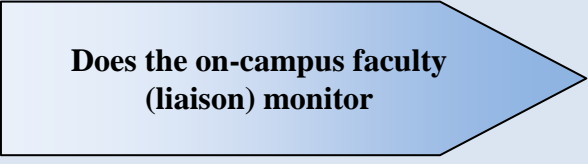
Number of dual credit courses offered	28
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	708
Total number of student credit hours earned through dual credit programs for AY 2010-2011	3,149
Total number of dual credit instructors across all courses (unduplicated headcount)	49

## Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

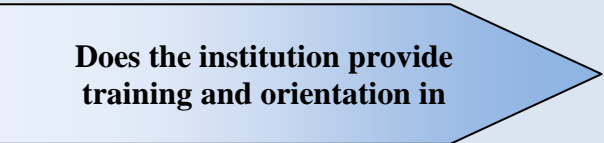
### STUDENT ELIGIBILITY

	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

### PROGRAM STRUCTURE and ADMINISTRATION

 <b>Does the on-campus faculty (liaison) monitor</b>	Instructor Approval? . . . . .		X		
	Syllabus? . . . . .	X			
	Textbook? . . . . .	X			
	Teaching Methodology? . . . . .	X			
	Student Assessment Strategies? . . . . .	X			
Does the institution have established cut-off dates for registration?		X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?		X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?		X			

### FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?		X			
Does the liaison provide on-site supervision of the dual credit instructor?		X			
 <b>Does the institution provide training and orientation in</b>	Course Curriculum? . . . . .	X			
	Assessment Criteria? . . . . .	X			
	Pedagogy? . . . . .	X			
	Course Philosophy? . . . . .	X			
	Administrative Responsibilities? . . . . .	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X			

### ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

### TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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### EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
--	---	--	--	--

### OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?	X			

Missouri State University

Missouri State University is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. It is recommended Missouri State University address the area marked "NO" below.

## PROGRAM STATISTICS

Number of dual credit courses offered **70**

Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011 **2,289**

Total number of student credit hours earned through dual credit programs for AY 2010-2011 **12,348**

Total number of dual credit instructors across all courses (unduplicated headcount) **275**

## Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

### STUDENT ELIGIBILITY

YES NO N/R N/A

Do students admitted to dual credit courses have a minimum 3.0 overall GPA? X

Does institution use admission test/ assessment for admitting students to individual dual credit courses? X

### PROGRAM STRUCTURE and ADMINISTRATION

Does the on-campus faculty  
(liaison) monitor

Instructor Approval? . . . . . X

Syllabus? . . . . . X

Textbook? . . . . . X

Teaching Methodology? . . . . . X

Student Assessment Strategies? . . . . . X

Does the institution have established cut-off dates for registration? X

Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students? X

Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching? X

Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison? X

### FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor? X

Does the liaison provide on-site supervision of the dual credit instructor? X

Does the institution provide  
training and orientation in

Course Curriculum? . . . . . X

Assessment Criteria? . . . . . X

Pedagogy? . . . . . X

Course Philosophy? . . . . . X

Administrative Responsibilities? . . . . . X

Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field? X

### ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus? X

Is student assessment supervised by the appropriate faculty on the college campus? X

### TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution? X

### EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented? X

### OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors? X

Is the institution NACEP accredited? X

Is the institution seeking NACEP accreditation? X

Missouri State University – West Plains



Missouri State University – West Plains is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA. It is recommended Missouri State University – West Plains address the areas marked "NO" below, particularly in the area regarding instructor qualifications.

## PROGRAM STATISTICS

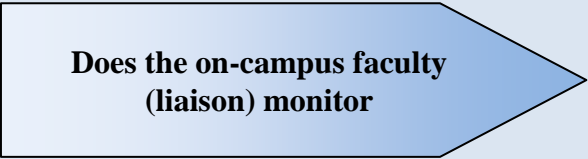
Number of dual credit courses offered	11
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	244
Total number of student credit hours earned through dual credit programs for AY 2010-2011	1,022
Total number of dual credit instructors across all courses (unduplicated headcount)	38

## Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

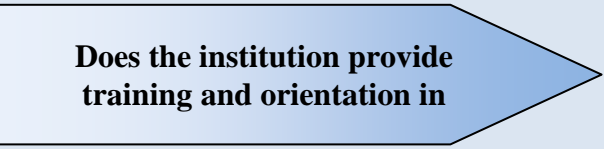
### STUDENT ELIGIBILITY

	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

### PROGRAM STRUCTURE and ADMINISTRATION

 <b>Does the on-campus faculty (liaison) monitor</b>	Instructor Approval? . . . . .	X			
	Syllabus? . . . . .	X			
	Textbook? . . . . .	X			
	Teaching Methodology? . . . . .	X			
	Student Assessment Strategies? . . . . .		X		
Does the institution have established cut-off dates for registration?		X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?			X		
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?		X			

### FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?		X			
Does the liaison provide on-site supervision of the dual credit instructor?		X			
 <b>Does the institution provide training and orientation in</b>	Course Curriculum? . . . . .	X			
	Assessment Criteria? . . . . .	X			
	Pedagogy? . . . . .	X			
	Course Philosophy? . . . . .	X			
	Administrative Responsibilities? . . . . .		X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X			

### ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?		X		

### TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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### EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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### OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?				X

**North Central Missouri College**

North Central Missouri College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA. We recommend North Central Missouri College address the areas marked "NO" below.

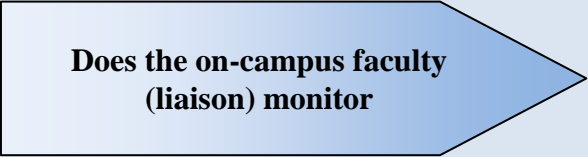
## PROGRAM STATISTICS

Number of dual credit courses offered	24
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	424
Total number of student credit hours earned through dual credit programs for AY 2010-2011	3,438
Total number of dual credit instructors across all courses (unduplicated headcount)	52

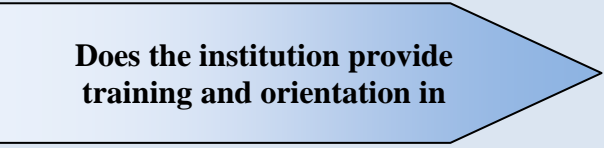
## Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

## PROGRAM STRUCTURE and ADMINISTRATION

 <b>Does the on-campus faculty (liaison) monitor</b>	Instructor Approval? . . . . .	X			
	Syllabus? . . . . .	X			
	Textbook? . . . . .	X			
	Teaching Methodology? . . . . .		X		
	Student Assessment Strategies? . . . . .	X			
Does the institution have established cut-off dates for registration?		X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?		X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?		X			

## FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?		X			
Does the liaison provide on-site supervision of the dual credit instructor?		X			
 <b>Does the institution provide training and orientation in</b>	Course Curriculum? . . . . .	X			
	Assessment Criteria? . . . . .	X			
	Pedagogy? . . . . .		X		
	Course Philosophy? . . . . .		X		
	Administrative Responsibilities? . . . . .	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X			

## ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

## TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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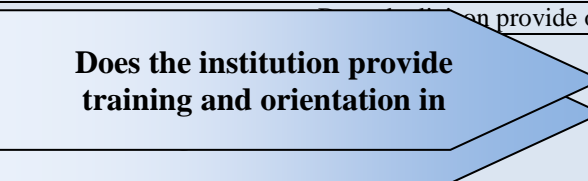
## EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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## OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		



Ozarks Technical Community College							
Ozarks Technical Community College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. It is recommended Ozarks Technical Community College address the areas marked "NO" below.							
PROGRAM STATISTICS							
Number of dual credit courses offered				49			
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011				285			
Total number of student credit hours earned through dual credit programs for AY 2010-2011				1,388			
Total number of dual credit instructors across all courses (unduplicated headcount)				31			
Policy compliance based on self-reported responses to the 2011 Dual Credit Survey							
STUDENT ELIGIBILITY				YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?				X			
Do institutions use a transcript test/assessment to admit students to individual dual credit courses?				X			
PROGRAM STRUCTURE and ADMINISTRATION							
 <b>Does the on-campus faculty (liaison) monitor</b>	Instructor Approval? .....	X					
	Syllabus? .....	X					
	Textbook? .....	X					
	Teaching Methodology Strategies? .....	X	X				
	Student Assessment Strategies? .....	X					
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?				X			
Do at least 90 percent of all high school instructors approaching the education field have teaching?		X					
Do college academic departments provide instructors of dual credit dual credit academic field they support teaching?		X					
Do college academic departments provide instructors of dual credit dual credit academic field they support teaching?		X					
Do college academic departments provide instructors of dual credit dual credit academic field they support teaching?		X					
FACULTY QUALIFICATIONS and SUPPORT							
Does the liaison evaluate the instructor?				X			
 <b>Does the institution provide training and orientation in</b>	Course Curriculum? .....	X					
	Pedagogy? .....	X					
	Pedagogy? .....	X					
	Administrative Responsibilities? .....	X					
	Administrative Responsibilities? .....			X			
Is collegial interaction provided to address course content, best practices, and current research in the field?		X					
ASSESSMENT of STUDENT PERFORMANCE							
ASSESSMENT of STUDENT PERFORMANCE							
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?		X					
TRANSFERABILITY of CREDIT							
TRANSFERABILITY of CREDIT							
Is student work supervised by the appropriate faculty on the college campus?		X					
EVIDENCE for POLICY COMPLIANCE							
EVIDENCE for POLICY COMPLIANCE							
Do the institution's policy guidelines have been implemented?		X					
OTHER GOOD PRACTICES for DUAL CREDIT							
OTHER GOOD PRACTICES for DUAL CREDIT							
Does the institution offer remuneration to dual credit instructors?		X					
Is the institution seeking NACPE accreditation?				X			
Is the institution seeking NACEP accreditation?				X			

Rockhurst University							
Rockhurst University is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA. We encourage Rockhurst University to address the areas marked "NO" below.							
<b>PROGRAM STATISTICS</b>							
Number of dual credit courses offered				27			
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011				532			
Total number of student credit hours earned through dual credit programs for AY 2010-2011				3,342			
Total number of dual credit instructors across all courses (unduplicated headcount)				30			
<b>Policy compliance based on self-reported responses to the 2011 Dual Credit Survey</b>							
<b>STUDENT ELIGIBILITY</b>				<b>YES</b>	<b>NO</b>	<b>N/R</b>	<b>N/A</b>
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?					X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?					X		
<b>PROGRAM STRUCTURE and ADMINISTRATION</b>							
<div> <div>Does the on-campus faculty (liaison) monitor</div> <div> Instructor Approval? .....  Syllabus? .....  Textbook? .....  Teaching Methodology? .....  Student Assessment Strategies? ..... </div> </div>					X		
				X			
				X			
				X			
				X			
Does the institution have established cut-off dates for registration?				X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?				X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?				X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?				X			
<b>FACULTY QUALIFICATIONS and SUPPORT</b>							
Does the liaison evaluate the instructor?				X			
Does the liaison provide on-site supervision of the dual credit instructor?				X			
<div> <div>Does the institution provide training and orientation in</div> <div> Course Curriculum? .....  Assessment Criteria? .....  Pedagogy? .....  Course Philosophy? .....  Administrative Responsibilities? ..... </div> </div>				X			
					X		
				X			
					X		
				X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?				X			
<b>ASSESSMENT of STUDENT PERFORMANCE</b>							
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?				X			
Is student assessment supervised by the appropriate faculty on the college campus?				X			
<b>TRANSFERABILITY of CREDIT</b>							
Are course credits earned by dual credit students recorded on an official transcript from the institution?				X			
<b>EVIDENCE for POLICY COMPLIANCE</b>							
Has the chief academic officer provided evidence that these policy guidelines have been implemented?				X			
<b>OTHER GOOD PRACTICES for DUAL CREDIT</b>							
Does the institution offer remuneration to dual credit instructors?					X		
Is the institution NACEP accredited?					X		
Is the institution seeking NACEP accreditation?					X		

Southeast Missouri State University					
Southeast Missouri State University is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA.					
PROGRAM STATISTICS					
Number of dual credit courses offered				43	
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011				1,374	
Total number of student credit hours earned through dual credit programs for AY 2010-2011				6,981	
Total number of dual credit instructors across all courses (unduplicated headcount)				79	
Policy compliance based on self-reported responses to the 2011 Dual Credit Survey					
STUDENT ELIGIBILITY		YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?			X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?		X			
PROGRAM STRUCTURE and ADMINISTRATION					
	Instructor Approval? . . . . .	X			
	Syllabus? . . . . .	X			
	Textbook? . . . . .	X			
	Teaching Methodology? . . . . .	X			
	Student Assessment Strategies? . . . . .	X			
Does the institution have established cut-off dates for registration?		X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?		X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?		X			
FACULTY QUALIFICATIONS and SUPPORT					
Does the liaison evaluate the instructor?		X			
Does the liaison provide on-site supervision of the dual credit instructor?		X			
	Course Curriculum? . . . . .	X			
	Assessment Criteria? . . . . .	X			
	Pedagogy? . . . . .	X			
	Course Philosophy? . . . . .	X			
	Administrative Responsibilities? . . . . .	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X			
ASSESSMENT of STUDENT PERFORMANCE					
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?		X			
Is student assessment supervised by the appropriate faculty on the college campus?		X			
TRANSFERABILITY of CREDIT					
Are course credits earned by dual credit students recorded on an official transcript from the institution?		X			
EVIDENCE for POLICY COMPLIANCE					
Has the chief academic officer provided evidence that these policy guidelines have been implemented?		X			
OTHER GOOD PRACTICES for DUAL CREDIT					
Does the institution offer remuneration to dual credit instructors?		X			
Is the institution NACEP accredited?			X		
Is the institution seeking NACEP accreditation?		X			

St. Louis University								
St. Louis University is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA.								
<b>PROGRAM STATISTICS</b>								
Number of dual credit courses offered				59				
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011				5,371				
Total number of student credit hours earned through dual credit programs for AY 2010-2011				39,990				
Total number of dual credit instructors across all courses (unduplicated headcount)				416				
<b>Policy compliance based on self-reported responses to the 2011 Dual Credit Survey</b>								
<b>STUDENT ELIGIBILITY</b>				<b>YES</b>	<b>NO</b>	<b>N/R</b>	<b>N/A</b>	
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?					X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?					X			
<b>PROGRAM STRUCTURE and ADMINISTRATION</b>								
<div> <div>Does the on-campus faculty (liaison) monitor</div> <div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> </div>				Instructor Approval? . . . . .	X			
				Syllabus? . . . . .	X			
				Textbook? . . . . .	X			
				Teaching Methodology? . . . . .	X			
				Student Assessment Strategies? . . . . .	X			
Does the institution have established cut-off dates for registration?				X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?				X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?				X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?				X				
<b>FACULTY QUALIFICATIONS and SUPPORT</b>								
Does the liaison evaluate the instructor?				X				
Does the liaison provide on-site supervision of the dual credit instructor?				X				
<div> <div>Does the institution provide training and orientation in</div> <div> <div></div> <div></div> <div></div> <div></div> <div></div> </div> </div>				Course Curriculum? . . . . .	X			
				Assessment Criteria? . . . . .	X			
				Pedagogy? . . . . .	X			
				Course Philosophy? . . . . .	X			
				Administrative Responsibilities? . . . . .	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?				X				
<b>ASSESSMENT of STUDENT PERFORMANCE</b>								
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?				X				
Is student assessment supervised by the appropriate faculty on the college campus?				X				
<b>TRANSFERABILITY of CREDIT</b>								
Are course credits earned by dual credit students recorded on an official transcript from the institution?				X				
<b>EVIDENCE for POLICY COMPLIANCE</b>								
Has the chief academic officer provided evidence that these policy guidelines have been implemented?				X				
<b>OTHER GOOD PRACTICES for DUAL CREDIT</b>								
Does the institution offer remuneration to dual credit instructors?				X				
Is the institution NACEP accredited?					X			
Is the institution seeking NACEP accreditation?				X				

Southwest Baptist University							
Southwest Baptist University is compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit.							
<b>PROGRAM STATISTICS</b>							
Number of dual credit courses offered				8			
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011				417			
Total number of student credit hours earned through dual credit programs for AY 2010-2011				2060			
Total number of dual credit instructors across all courses (unduplicated headcount)				29			
<b>Policy compliance based on self-reported responses to the 2011 Dual Credit Survey</b>							
<b>STUDENT ELIGIBILITY</b>				<b>YES</b>	<b>NO</b>	<b>N/R</b>	<b>N/A</b>
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?				X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?				X			
<b>PROGRAM STRUCTURE and ADMINISTRATION</b>							
<div> <div>Does the on-campus faculty (liaison) monitor</div> <div> <div>Instructor Approval? . . . . .</div> <div>Syllabus? . . . . .</div> <div>Textbook? . . . . .</div> <div>Teaching Methodology? . . . . .</div> <div>Student Assessment Strategies? . . . . .</div> </div> </div>				X			
				X			
				X			
				X			
				X			
Does the institution have established cut-off dates for registration?				X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?				X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?				X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?				X			
<b>FACULTY QUALIFICATIONS and SUPPORT</b>							
Does the liaison evaluate the instructor?				X			
Does the liaison provide on-site supervision of the dual credit instructor?				X			
<div> <div>Does the institution provide training and orientation in</div> <div> <div>Course Curriculum? . . . . .</div> <div>Assessment Criteria? . . . . .</div> <div>Pedagogy? . . . . .</div> <div>Course Philosophy? . . . . .</div> <div>Administrative Responsibilities? . . . . .</div> </div> </div>				X			
				X			
				X			
				X			
				X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?				X			
<b>ASSESSMENT of STUDENT PERFORMANCE</b>							
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?				X			
Is student assessment supervised by the appropriate faculty on the college campus?				X			
<b>TRANSFERABILITY of CREDIT</b>							
Are course credits earned by dual credit students recorded on an official transcript from the institution?				X			
<b>EVIDENCE for POLICY COMPLIANCE</b>							
Has the chief academic officer provided evidence that these policy guidelines have been implemented?				X			
<b>OTHER GOOD PRACTICES for DUAL CREDIT</b>							
Does the institution offer remuneration to dual credit instructors?				X			
Is the institution NACEP accredited?					X		
Is the institution seeking NACEP accreditation?					X		

## State Fair Community College

State Fair Community College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA.

### PROGRAM STATISTICS

Number of dual credit courses offered	80
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	594
Total number of student credit hours earned through dual credit programs for AY 2010-2011	3,399
Total number of dual credit instructors across all courses (unduplicated headcount)	133

### Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

#### STUDENT ELIGIBILITY

	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

#### PROGRAM STRUCTURE and ADMINISTRATION

<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>Does the on-campus faculty (liaison) monitor</b> </div>	Instructor Approval? . . . . .	X			
	Syllabus? . . . . .	X			
	Textbook? . . . . .	X			
	Teaching Methodology? . . . . .	X			
	Student Assessment Strategies? . . . . .	X			
Does the institution have established cut-off dates for registration?		X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?		X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?		X			

#### FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?		X			
Does the liaison provide on-site supervision of the dual credit instructor?		X			
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>Does the institution provide training and orientation in</b> </div>	Course Curriculum? . . . . .	X			
	Assessment Criteria? . . . . .	X			
	Pedagogy? . . . . .	X			
	Course Philosophy? . . . . .	X			
	Administrative Responsibilities? . . . . .	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X			

#### ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

#### TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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#### EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
--	---	--	--	--

#### OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		



## Stephens College

Stephens College piloted its dual credit program this year. If the institution wishes to continue or expand its dual credit program offerings we recommend the college address the areas marked "NO" below.

### PROGRAM STATISTICS

Number of dual credit courses offered	1
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	15
Total number of student credit hours earned through dual credit programs for AY 2010-2011	45
Total number of dual credit instructors across all courses (unduplicated headcount)	1

### Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY		YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?			X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?			X		
PROGRAM STRUCTURE and ADMINISTRATION					
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>Does the on-campus faculty (liaison) monitor</b> </div>	Instructor Approval? . . . . .	X			
	Syllabus? . . . . .	X			
	Textbook? . . . . .	X			
	Teaching Methodology? . . . . .		X		
	Student Assessment Strategies? . . . . .	X			
Does the institution have established cut-off dates for registration?		X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?			X		
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?		X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?		X			
FACULTY QUALIFICATIONS and SUPPORT					
Does the liaison evaluate the instructor?			X		
Does the liaison provide on-site supervision of the dual credit instructor?		X			
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>Does the institution provide training and orientation in</b> </div>	Course Curriculum? . . . . .	X			
	Assessment Criteria? . . . . .	X			
	Pedagogy? . . . . .		X		
	Course Philosophy? . . . . .	X			
	Administrative Responsibilities? . . . . .		X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X			
ASSESSMENT of STUDENT PERFORMANCE					
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?		X			
Is student assessment supervised by the appropriate faculty on the college campus?		X			
TRANSFERABILITY of CREDIT					
Are course credits earned by dual credit students recorded on an official transcript from the institution?		X			
EVIDENCE for POLICY COMPLIANCE					
Has the chief academic officer provided evidence that these policy guidelines have been implemented?		X			
OTHER GOOD PRACTICES for DUAL CREDIT					
Does the institution offer remuneration to dual credit instructors?			X		
Is the institution NACEP accredited?			X		
Is the institution seeking NACEP accreditation?			X		

## Three Rivers Community College

Three Rivers Community College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. We recommend Three Rivers Community College address the areas marked "NO" below.

### PROGRAM STATISTICS

Number of dual credit courses offered	30
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	367
Total number of student credit hours earned through dual credit programs for AY 2010-2011	2,193
Total number of dual credit instructors across all courses (unduplicated headcount)	61

### Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			
PROGRAM STRUCTURE and ADMINISTRATION				
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <b>Does the on-campus faculty (liaison) monitor</b> </div>	Instructor Approval? . . . . .	X		
	Syllabus? . . . . .	X		
	Textbook? . . . . .	X		
	Teaching Methodology? . . . . .		X	
	Student Assessment Strategies? . . . . .	X		
Does the institution have established cut-off dates for registration?	X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X			
FACULTY QUALIFICATIONS and SUPPORT				
Does the liaison evaluate the instructor?		X		
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <b>Does the institution provide training and orientation in</b> </div>	Course Curriculum? . . . . .	X		
	Assessment Criteria? . . . . .		X	
	Pedagogy? . . . . .		X	
	Course Philosophy? . . . . .	X		
	Administrative Responsibilities? . . . . .		X	
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			
ASSESSMENT of STUDENT PERFORMANCE				
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			
TRANSFERABILITY of CREDIT				
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
EVIDENCE for POLICY COMPLIANCE				
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
OTHER GOOD PRACTICES for DUAL CREDIT				
Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?				X



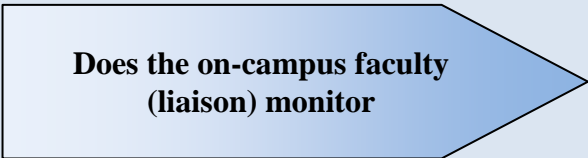
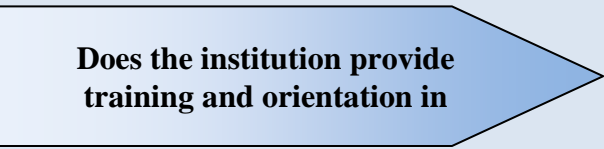
## University of Missouri – Kansas City

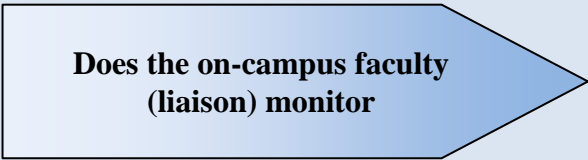
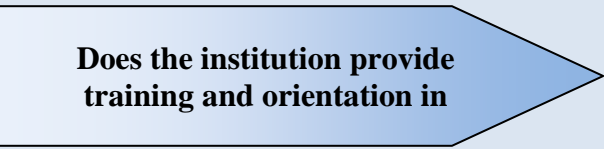
University of Missouri – Kansas City is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. UMKC provided rationale for students admitted with less than a 3.0 overall GPA.

### PROGRAM STATISTICS

Number of dual credit courses offered	86
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	4,509
Total number of student credit hours earned through dual credit programs for AY 2010-2011	18,040
Total number of dual credit instructors across all courses (unduplicated headcount)	276

### Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY		YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?			X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?			X		
PROGRAM STRUCTURE and ADMINISTRATION					
 <b>Does the on-campus faculty (liaison) monitor</b>	Instructor Approval? . . . . .	X			
	Syllabus? . . . . .	X			
	Textbook? . . . . .	X			
	Teaching Methodology? . . . . .	X			
	Student Assessment Strategies? . . . . .	X			
Does the institution have established cut-off dates for registration?		X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?		X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?		X			
FACULTY QUALIFICATIONS and SUPPORT					
Does the liaison evaluate the instructor?		X			
Does the liaison provide on-site supervision of the dual credit instructor?		X			
 <b>Does the institution provide training and orientation in</b>	Course Curriculum? . . . . .	X			
	Assessment Criteria? . . . . .	X			
	Pedagogy? . . . . .	X			
	Course Philosophy? . . . . .	X			
	Administrative Responsibilities? . . . . .	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X			
ASSESSMENT of STUDENT PERFORMANCE					
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?		X			
Is student assessment supervised by the appropriate faculty on the college campus?		X			
TRANSFERABILITY of CREDIT					
Are course credits earned by dual credit students recorded on an official transcript from the institution?		X			
EVIDENCE for POLICY COMPLIANCE					
Has the chief academic officer provided evidence that these policy guidelines have been implemented?		X			
OTHER GOOD PRACTICES for DUAL CREDIT					
Does the institution offer remuneration to dual credit instructors?		X			
Is the institution NACEP accredited?		X			
Is the institution seeking NACEP accreditation?					X

University of Missouri – St. Louis					
University of Missouri – St. Louis is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. UMSL provided rationale for students admitted with less than a 3.0 overall GPA.					
PROGRAM STATISTICS					
Number of dual credit courses offered				55	
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011				3,491	
Total number of student credit hours earned through dual credit programs for AY 2010-2011				4,794	
Total number of dual credit instructors across all courses (unduplicated headcount)				25	
Policy compliance based on self-reported responses to the 2011 Dual Credit Survey					
STUDENT ELIGIBILITY		YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?			X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?			X		
PROGRAM STRUCTURE and ADMINISTRATION					
 <p><b>Does the on-campus faculty (liaison) monitor</b></p>	Instructor Approval? . . . . .	X			
	Syllabus? . . . . .	X			
	Textbook? . . . . .	X			
	Teaching Methodology? . . . . .	X			
	Student Assessment Strategies? . . . . .	X			
Does the institution have established cut-off dates for registration?		X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?		X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?		X			
FACULTY QUALIFICATIONS and SUPPORT					
Does the liaison evaluate the instructor?		X			
Does the liaison provide on-site supervision of the dual credit instructor?		X			
 <p><b>Does the institution provide training and orientation in</b></p>	Course Curriculum? . . . . .	X			
	Assessment Criteria? . . . . .	X			
	Pedagogy? . . . . .	X			
	Course Philosophy? . . . . .	X			
	Administrative Responsibilities? . . . . .	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X			
ASSESSMENT of STUDENT PERFORMANCE					
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?		X			
Is student assessment supervised by the appropriate faculty on the college campus?		X			
TRANSFERABILITY of CREDIT					
Are course credits earned by dual credit students recorded on an official transcript from the institution?		X			
EVIDENCE for POLICY COMPLIANCE					
Has the chief academic officer provided evidence that these policy guidelines have been implemented?		X			
OTHER GOOD PRACTICES for DUAL CREDIT					
Does the institution offer remuneration to dual credit instructors?		X			
Is the institution NACEP accredited?		X			
Is the institution seeking NACEP accreditation?					X

University of Central Missouri					
University of Central Missouri is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. It provided rationale for students admitted with less than a 3.0 overall GPA. We recommend that Central Missouri address the areas marked "NO" below, and update the MDHE on its efforts in the area of faculty qualifications and support.					
PROGRAM STATISTICS					
Number of dual credit courses offered				63	
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011				1,585	
Total number of student credit hours earned through dual credit programs for AY 2010-2011				5,647	
Total number of dual credit instructors across all courses (unduplicated headcount)				138	
Policy compliance based on self-reported responses to the 2011 Dual Credit Survey					
STUDENT ELIGIBILITY		YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?			X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?		X			
PROGRAM STRUCTURE and ADMINISTRATION					
<div>Does the on-campus faculty (liaison) monitor</div>	Instructor Approval? . . . . .	X			
	Syllabus? . . . . .	X			
	Textbook? . . . . .	X			
	Teaching Methodology? . . . . .		X		
	Student Assessment Strategies? . . . . .	X			
Does the institution have established cut-off dates for registration?		X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?		X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?		X			
FACULTY QUALIFICATIONS and SUPPORT					
Does the liaison evaluate the instructor?			X		
Does the liaison provide on-site supervision of the dual credit instructor?		X			
<div>Does the institution provide training and orientation in</div>	Course Curriculum? . . . . .		X		
	Assessment Criteria? . . . . .		X		
	Pedagogy? . . . . .		X		
	Course Philosophy? . . . . .		X		
	Administrative Responsibilities? . . . . .		X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X			
ASSESSMENT of STUDENT PERFORMANCE					
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?		X			
Is student assessment supervised by the appropriate faculty on the college campus?		X			
TRANSFERABILITY of CREDIT					
Are course credits earned by dual credit students recorded on an official transcript from the institution?		X			
EVIDENCE for POLICY COMPLIANCE					
Has the chief academic officer provided evidence that these policy guidelines have been implemented?		X			
OTHER GOOD PRACTICES for DUAL CREDIT					
Does the institution offer remuneration to dual credit instructors?		X			
Is the institution NACEP accredited?			X		
Is the institution seeking NACEP accreditation?		X			

Wentworth Military Academy							
Wentworth Military Academy is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit, except in the area of Faculty Qualifications and Support. We strongly recommend that Wentworth Military Academy address this area and report to the MDHE on its progress.							
<b>PROGRAM STATISTICS</b>							
Number of dual credit courses offered				37			
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011				606			
Total number of student credit hours earned through dual credit programs for AY 2010-2011				3,501			
Total number of dual credit instructors across all courses (unduplicated headcount)				81			
<b>Policy compliance based on self-reported responses to the 2011 Dual Credit Survey</b>							
<b>STUDENT ELIGIBILITY</b>				<b>YES</b>	<b>NO</b>	<b>N/R</b>	<b>N/A</b>
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?				X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?					X		
<b>PROGRAM STRUCTURE and ADMINISTRATION</b>							
<div> <div>Does the on-campus faculty (liaison) monitor</div> <div> Instructor Approval? .....  Syllabus? .....  Textbook? .....  Teaching Methodology? .....  Student Assessment Strategies? ..... </div> </div>					X		
				X			
				X			
					X		
				X			
Does the institution have established cut-off dates for registration?				X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?				X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?				X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?				X			
<b>FACULTY QUALIFICATIONS and SUPPORT</b>							
Does the liaison evaluate the instructor?					X		
Does the liaison provide on-site supervision of the dual credit instructor?				X			
<div> <div>Does the institution provide training and orientation in</div> <div> Course Curriculum? .....  Assessment Criteria? .....  Pedagogy? .....  Course Philosophy? .....  Administrative Responsibilities? ..... </div> </div>					X		
					X		
					X		
					X		
					X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?				X			
<b>ASSESSMENT of STUDENT PERFORMANCE</b>							
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?				X			
Is student assessment supervised by the appropriate faculty on the college campus?				X			
<b>TRANSFERABILITY of CREDIT</b>							
Are course credits earned by dual credit students recorded on an official transcript from the institution?				X			
<b>EVIDENCE for POLICY COMPLIANCE</b>							
Has the chief academic officer provided evidence that these policy guidelines have been implemented?				X			
<b>OTHER GOOD PRACTICES for DUAL CREDIT</b>							
Does the institution offer remuneration to dual credit instructors?					X		
Is the institution NACEP accredited?					X		
Is the institution seeking NACEP accreditation?					X		

## William Jewell College

William Jewell College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. We recommend William Jewell College address the areas marked "NO" below.

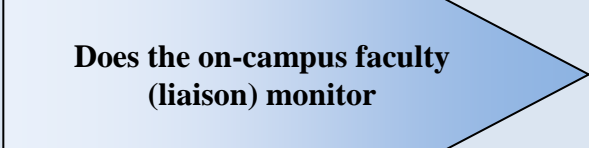
### PROGRAM STATISTICS

Number of dual credit courses offered	5
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	13
Total number of student credit hours earned through dual credit programs for AY 2010-2011	48
Total number of dual credit instructors across all courses (unduplicated headcount)	4

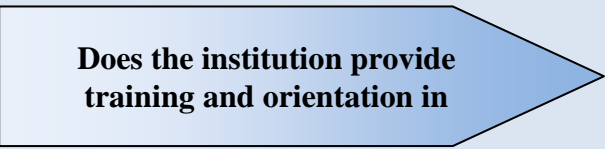
### Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?		X		

### PROGRAM STRUCTURE and ADMINISTRATION

 <b>Does the on-campus faculty (liaison) monitor</b>	Instructor Approval? . . . . .	X			
	Syllabus? . . . . .		X		
	Textbook? . . . . .		X		
	Teaching Methodology? . . . . .		X		
	Student Assessment Strategies? . . . . .	X			
Does the institution have established cut-off dates for registration?					
		X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?					
			X		
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?					
		X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?					
		X			

### FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?					
		X			
Does the liaison provide on-site supervision of the dual credit instructor?					
		X			
 <b>Does the institution provide training and orientation in</b>	Course Curriculum? . . . . .	X			
	Assessment Criteria? . . . . .	X			
	Pedagogy? . . . . .		X		
	Course Philosophy? . . . . .		X		
	Administrative Responsibilities? . . . . .	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?					
		X			

### ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

### TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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### EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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### OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?		X		
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		

## **Appendix A: Dual Credit Policy**

*Adopted June 10, 1999*

### **Introduction**

Dual credit courses enable high school students to receive, simultaneously, both high school and college-level course credit. They provide high-performing high school students an affordable opportunity to experience high-quality college-level courses. Dual credit courses may be taught by full time college faculty who instruct high school students either on campus or in the high school via on-site instruction or interactive television. Dual credit courses may also be taught using the same modes of delivery by adjunct faculty who may teach part time both on the college campus and at the high school site. However, the large majority of dual credit courses are taught by high school faculty with supervision by on-campus college faculty. The policy guidelines described below apply only to dual credit general education courses offered in high schools by high school teachers to high school students. These guidelines do not address technically oriented dual credit courses offered by some colleges.

Over the past several years, there has been substantial growth and expansion of dual credit programs involving high school faculty with increases in the number of student credit hours generated and in the number of high school students, teachers, and schools participating in dual credit programs. Given this growth and expansion, the Coordinating Board for Higher Education (CBHE) recognizes the necessity of revising its 1992 policy.

### **Statutory References**

According to Section 167.223, RSMo (1990), public high schools, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, may offer postsecondary course options to high school juniors and seniors. Section 167.223, RSMo, was amended in 1998 to expand eligibility for dual credit enrollment to high school freshmen and sophomores.

### **Guiding Principles**

Dual credit courses achieve multiple purposes. The primary purpose of offering dual credit courses is to deliver high-quality college experiences to high-performing high school students. Dual credit courses are suitable to challenge students who have mastered or nearly mastered the complete high school curriculum and who require college-level coursework that is more rigorous than the high school curriculum. Dual credit courses also enrich and extend the high school curriculum, provide introductory college coursework, and avoid unnecessary duplication in coursework as students move from high school to college. Over time, as the technological means become more efficient in delivering dual credit courses from a distance, on-campus professors



and instructors in the high school will be able to work even more closely as instructional collaborators in delivering college courses to high school students.

The policy guidelines described below were developed within the context of this stated purpose and apply only to dual credit general education courses offered in high schools, by high school teachers. These policy guidelines do not address technically oriented dual credit courses. The policy guidelines for the delivery of dual credit courses denote quality standards that apply in most instances. However, there are instances in which the implementation of the standards may differ from the stated guidelines. For these instances, the institution must provide a rationale and plan to ensure the quality of the dual credit offering for these exceptions (see section on [Evidence for Policy Compliance](#)).

### **Student Eligibility**

The eligibility of high school students to participate in dual credit courses may vary in accordance with the admission standards of the college or university offering the courses in the high school. For all institutions, however, students must have a minimum overall grade point average of 3.0 (on a 4.0 scale) or the equivalent and be recommended by the high school principal or his or her official designee.

High school students must also meet the same requirements for admission to individual courses (e.g., English or mathematics) as those required of on-campus students (e.g., ACT, ASSET, or other placement test scores). Specific placement tests may not be required for admission to some college courses; however, if the high school administers a competency assessment in an area related to the dual credit course, high school juniors and seniors must score at proficient or above on the MAP or achieve an equivalent score on a comparable assessment. Performance on the MAP or a related assessment test should be verified in the high school principal's or official designee's recommendation that the student participate in a dual credit course.

High school juniors and seniors who meet the above requirements will be eligible for dual credit courses. Under special circumstances, freshmen and sophomores with superior academic talents may take dual credit courses. Freshmen and sophomores must demonstrate their competency by scoring at the 90th percentile or above on the ACT or SAT. Moreover, the recommending high school counselor and the college academic department official must concur that a younger student can benefit from dual credit in the specific course and learn at the collegiate level.

### **Program Structure and Administration**

Dual credit courses offered in high schools must duplicate the identical course offerings delivered on campus to matriculated students. Courses must be approved for dual credit status, and the credit awarded must be deemed acceptable in transfer by the faculty of the appropriate academic department (unit) of the college. Elements of the dual credit course to be approved by

the on-campus college faculty in the appropriate academic discipline include the syllabus, textbook(s), teaching methodology, and student assessment strategies. Course content and course requirements must be comparable to those utilized in the equivalent on-campus courses with the same titles. The chief academic officer of the postsecondary institution will also be responsible for involving full time faculty in the discipline in the selection and evaluation of all dual credit faculty. The on-campus college faculty must also ensure comparable standards of evaluation. Because discrete classes that totally separate dual credit from non-dual credit students may be prohibitive to operate in some cases, those classes with a mixed population must show evidence of collegiate level expectations for all students in the course. All high school students enrolled in a dual credit course must meet the same requirements for completion of the course, whether or not the student is simultaneously registered for college credit.

Students enrolled in dual credit classes must adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal, or refund.

*[Clarifying comment: The intent of the policy is to prevent retroactive registration, a practice that permits students to choose whether to register for courses for college credit late in the semester. The policy is not intended to create logistical problems. On-campus and dual credit academic calendars should be comparable; program directors may exercise reasonable discretion with respect to registrations, payments, drops, withdrawals, and refunds.]*

Students in dual credit courses must have geographic access to student and academic support similar to that accorded students on the college campus, including access to library resources of similar scope and magnitude as those available to students enrolled in courses with the same titles on the college campus. Library materials must be available either on site at the high school or through electronic means. Dual credit students must have reasonable access to the course instructor outside regular classroom hours either in person, via phone, and/or through other electronic means.

Institutions shall not use fees as a means of competing for dual credit students and shall work cooperatively when providing dual credit courses in the same geographic area. Institutions should use the same credit hour fee for all dual credit courses, regardless of the site.

*[Clarifying comment: An institution's price for dual credit courses should be consistent from high school to high school. Actual costs may vary for a number of reasons. Quality controls should not be sacrificed in order to provide institutions with a competitive financial edge.]*

The chief academic officer of the college or university, being responsible for the academic quality of courses delivered on the college campus, is also accountable for the implementation of this policy and for assuring the integrity and quality of all dual credit courses.



### **Faculty Qualifications and Support**

As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. Accordingly, high school instructors teaching general education courses shall typically have a master's degree that includes substantial study (usually a minimum of 18 semester hours) appropriate to the academic field in which they are teaching. The selection of high school instructors for dual credit courses must be approved both by the high school and by the chief academic officer of the postsecondary institution as described above. The responsibility for the orientation and evaluation of dual credit instructors rests with the college's academic departments, with guidance from the chief academic officer to ensure consistency across academic departments.

New dual credit instructors will participate in orientation activities provided by the college and/or academic department. Continuing dual credit instructors must participate in both the professional development and evaluation activities as those expected of adjunct faculty on the college campus. In order to assure comparability of the dual credit course with the corresponding experience on the college campus, college academic departments must provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison. Dual credit instructors must be evaluated according to the college's evaluation policies for other part-time/adjunct faculty, with the recommendation for continuation being the responsibility of the campus academic department. Thus, the institution of higher education must provide on-site supervision and evaluation of the dual credit faculty. This process is best served when the instructional site is within a reasonable commuting distance from the institution of higher education.

### **Assessment of Student Performance**

The responsibility for the development of assessment and evaluation measures to assure quality and comparability of dual credit courses resides with the on-campus college faculty in the appropriate academic discipline. In general, comparability between the dual credit course taught in the high school and the corresponding course taught on the college campus should be demonstrated by using the same methods of assessment or identical testing procedures and by employing the same means of evaluation, which will be supervised by the appropriate faculty on the college campus.

In atypical cases, when different tests are constructed and independent evaluations are performed by the high school teacher, the burden shifts to the institution to demonstrate the comparability of dual credit courses and to ensure a common standard of grading. The use of nationally normed instruments is recommended when the substance of the normed test is consistent with the learning objectives of the dual credit course. Locally developed assessments must be

administered to both on-campus and dual credit students in order to provide the on-campus college faculty in the appropriate academic discipline with data appropriate to demonstrate comparability. Nonetheless, any specialized assessment of dual credit courses must emulate the on-campus institutional assessment plan required by the Higher Learning Commission, including the identification of the general education learning objectives and outcomes. Since the dual credit courses duplicate course offerings delivered on the college campus to matriculated students, both formative and summative assessment strategies and tools must be approved by the on-campus college faculty in the appropriate academic discipline. Annual reports of student performance must be submitted to the chief academic officer for both review and consideration with respect to the continuation of the dual credit instructor.

### **Transferability of Credit**

Dual credit programs are not designed to replace a substantial segment of the academic experience on a college campus, but rather the programs are created to provide high-achieving high school students with opportunities for acceleration. High school students vary in their academic preparedness and in their capacity to complete collegiate-level work while in high school. The number of credit hours successfully completed by a high school student in dual credit programs will be related to her or his ability level. Since dual credit programs are predicated on the portability of transcribed college credit, the following guideline should anchor the decisions made by the high school student and the receiving institution: students receiving dual credit from institutions in compliance with these policy guidelines can expect to transfer credit up to the equivalent of five courses.

*[Clarifying comment: Five courses shall be assured in transfer to all public institutions and independent/proprietary signatory institutions. "Equivalence of five courses" means five individual courses, regardless of the credit-hour value of those courses.]*

Students who wish to transfer more than five dual credit courses should consult the institution of higher education to which they intend to transfer in order to determine if the institution has a policy regarding the acceptance of dual credit courses used for the completion of a college degree.

*[Clarifying comment: All courses presented for transfer shall be evaluated based upon written transfer agreements in force among/between institutions. However, institutions shall be cognizant of the impact of their policy concerning courses above the assured five courses on articulated transfer agreements with other institutions. Institutions are encouraged to review their articulated transfer agreements' consistency with their dual credit policies. Dual credit courses shall be evaluated on the same basis as on-campus courses for the purposes of transfer. Each institution's dual credit acceptance policies shall be uniform. Institutional policies*

*concerning dual credit should be applied equally to all institutions, including one's own institution.*

Students with dual credit transcribed courses who complete Associate of Arts (AA) degrees will be received in transfer the same as all AA degree transfer students.]

The receiving institution should not, however, impose any limits that preclude high school juniors and seniors from earning additional credit through regular summer and/or evening enrollment in college courses taught by college faculty as allowed by dual enrollment, early admissions, or other college programs such as articulation agreements, advanced placement, or other accepted means of testing or granting credit.

Credit earned by students in dual credit courses that meet the above guidelines shall fall under the same CBHE guidelines as that for credit in college courses subject to transfer between public and independent institutions in the state of Missouri. College credit earned through dual credit courses offered in high schools shall be applicable toward associate and/or baccalaureate degree requirements and shall be eligible for transfer. All student rights and responsibilities as outlined in the [CBHE's Credit Transfer Guidelines](#) shall apply. Institutions must publicize their policies related to the acceptance of dual credit beyond the equivalent of five courses.

### **Evidence for Policy Compliance**

Each institution will provide evidence demonstrating that the policy guidelines for the delivery of dual credit programs offered in high schools have been implemented. The chief academic officer of each institution offering dual credit courses must provide evidence concerning the implementation of the dual credit policy guidelines stated above in the sections on Student Eligibility, Program Structure and Administration, Faculty Qualifications and Support, Assessment of Student Performance, and Transferability of Credit. The institution may provide additional information in support of the quality and comparability of the dual credit courses to the same course offerings on the college campus, especially as those data support institutional exceptions to any of the policy guidelines. The CBHE will provide an updated list of dual credit programs that are in compliance with the above policy that will be shared annually with the Department of Elementary and Secondary Education and other interested constituents.

In addition, all institutions offering dual credit courses are required to report annually to the CBHE such things as the number of sections offered; the number of students enrolled (duplicated headcount) per high school; the total by class (year in high school); the number of high schools served by dual credit and the number of sections in each; the student credit-hour production (total for all dual credit and total per high school); the number of sections offered in mathematics, science, social sciences, and humanities; and summary data on the performance of dual credit students. A format for the annual reports will be developed. Dual credit data will be

submitted to the CBHE when the institution submits its annual Performance Indicators Report. These policy guidelines shall be reviewed by COTA after three years based on annual reports submitted by institutions and reports on the academic progress of students who transfer dual credit.

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## **Appendix B: Principles of Good Practice for Dual Credit Courses**

*Adopted October 7, 1999*

These Principles of Good Practice are provided to facilitate the implementation of the CBHE's 1999 Dual Credit Policy and are based on the following assumptions:

- The primary purpose of offering dual credit courses is to deliver high-quality introductory college-level courses to high-performing high school students.
- All faculty, whether full time or adjunct (i.e., including high school faculty assigned to teach dual credit courses), will meet North Central Association of Colleges and Schools, Commission on Institutions of Higher Education standards.
- Dual credit programs are established through an arrangement between a high school with an established need and a Missouri institution of higher education.
- Each institution's full time on-campus faculty will be actively involved in approving courses offered for dual credit in their discipline and in providing orientation and evaluation of dual credit instructors.
- Regular consultation and review on dual credit issues will occur with representatives of secondary school organizations participating in dual credit programs.
- All public institutions and each independent/proprietary institution that is a signatory to the 1998 Credit Transfer Policy agree to abide by the CBHE's dual credit policy.

### **Principles of Good Practice**

It is desirable that institutions in compliance with the statewide dual credit policy follow these agreed-upon principles of good practice. Although the structure and delivery of dual credit programs will vary among institutions, those variations should consistently reflect current policy. Institutional approaches to the delivery of dual credit courses should be consistent with an institution's mission while remaining aligned with state-level policy guidelines.

- I. Dual credit programs should reflect a commitment to high quality and integrity.
  - Each dual credit course should involve the same academic rigor and evaluation criteria as that of its campus-based equivalent.
  - Institutions should establish procedures for the selection, training, evaluation, and mentoring of dual credit instructors.
- II. Institutional context, commitment, and responsibilities should be clearly established.
  - Institutions should establish dual credit relationships only with high schools that are within a reasonable commuting distance.
  - Institutions of higher education should facilitate frequent, consistent, and timely communication with the high schools in which they provide dual credit courses. That communication should address the scheduling of courses, compliance with statewide dual credit policy, identification and resolution of problems that occur, and evaluation of each dual credit course.

- Institutions providing dual credit courses should assume responsibility to ensure and document the quality of dual credit practices by demonstrating compliance with the statewide dual credit policy.
- High schools and institutions providing dual credit courses should work cooperatively to ensure that students enrolled in those courses meet minimum qualifications as outlined in the statewide dual credit policy. A listing of students eligible to enroll in dual credit courses, as determined by GPA, test scores, and criteria described in the statewide dual credit policy, should be updated each semester.
- Institutions, in partnership with high school personnel, should ensure that instructors teaching dual credit courses meet the minimum qualifications as established by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education guidelines. Each institutions' list of eligible dual credit teachers who meet the academic preparation requirements of the dual credit policy shall be updated each semester.
- Transfer and articulation officers should be familiar with their institution's dual credit policy and any agreements between their institutions and high schools in order to provide information to interested individuals.
- High school advisors should be familiar with the statewide dual credit policy as well as specific school/college agreements so as to provide accurate and sound advice to high school students.
- Colleges and universities involved in dual credit programs should provide dual credit instructors with both ongoing supervision by on-campus faculty and access to regular pedagogical and resource support such as professional development workshops.
- Students in dual credit courses should have access to student services and academic support similar to those accorded students on the traditional college campus, i.e., advisors, adequate library services, and other resources requisite for college-level academic performance.

III. Institutions providing dual credit courses should develop and maintain procedures for evaluation and assessment.

- Institutions should maintain close alignment between dual credit courses taught in high schools and corresponding courses taught on college campuses by ensuring that dual credit assignments and grading criteria are identical to, or of comparable design, quality, and rigor to, the equivalent campus-based course. In circumstances where assignments and grading criteria are not identical, a rationale approved by the college's academic department must guide such modifications.
- Procedures for the supervision and evaluation of dual credit instructors should include activities such as:
  - regular site visits to the high school by representatives of the institution of higher education;
  - opportunities for dual credit instructors to discuss concerns and to share information with each other and with the institution of higher education;
  - regular evaluation of dual credit instructors through methods identical to those used to evaluate their campus-based counterparts; and

- access to appropriate professional development opportunities and mentoring offered either exclusively to dual credit instructors or to both campus-based faculty and dual credit instructors.
- Institutions should assess, document, and transcript student achievement in each course.
- Based on prior academic performance, high school students should demonstrate a high likelihood of success in dual credit courses.

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## Appendix C: Letter to Institutions about Online Survey

Dear Chief Academic Officers,

As you are aware, high-quality dual credit programs in Missouri have a long history of supporting high school students in their efforts to complete high school and enroll in postsecondary education. Such programs can support high-performing students in their quests for challenging material and motivate at-risk students to remain in school.

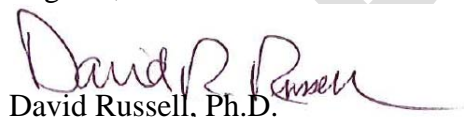
The Coordinating Board for Higher Education (CBHE) Dual Credit Policy requires each institution offering dual credit courses in high schools to provide evidence annually demonstrating compliance with the policy guidelines. The policy is available online at: <http://www.dhe.mo.gov/policies/dual-credit.php>. The CBHE is mandated to share this information with the Department of Elementary and Secondary Education and other interested constituents. Every three years the Committee on Transfer and Articulation (COTA) is required to review these annual reports. The last review of dual credit programs and practice was completed in 2008 and resulted in minor revisions to the CBHE Dual Credit Policy.

Representatives from COTA and MDHE staff have created a survey to collect the data necessary to complete the review. The official survey will be available online. A secure link that is unique to your institution will be sent out shortly. Please note that, per CBHE policy, your institution's chief academic officer must submit this official, online version. To assist you and your staff in completing the survey, it is also attached as a Word document.

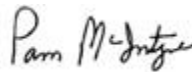
While maintaining the quality of dual credit programs is of the utmost concern, the survey can also help identify problems with the policy itself. As such, please be sure to report on the status of your programs' compliance with this policy fully and accurately. MDHE staff will analyze the completed surveys and report the results to COTA, which will recommend to the CBHE any policy changes or other actions necessary to maintain high-quality dual credit programs in Missouri.

For questions or comments, please contact Heather MacCleoud by phone at 573-751-1790 or by email at [heather.maccleoud@dhe.mo.gov](mailto:heather.maccleoud@dhe.mo.gov). We greatly appreciate your help in ensuring Missouri's dual credit programs remain of high quality.

Regards,



David Russell, Ph.D.  
Commissioner  
Missouri Department of Higher Education



Pam McIntyre  
Chair  
Committee on Transfer and Articulation



## Appendix D: Dual Credit Survey

\* = *required question*

### **Basic Information**

**1 [1] What institution do you represent? \***

Please write your answer here:

**2 [2] Please provide your name, title, and contact information. \***

Please write your answer here:

**3 [3] Please provide a list of all dual credit courses offered by your institution. Please either insert the list below, or provide the web address where this information may be found. \***

Please write your answer here:

**4 [4] What is the total number of students enrolled in your program (unduplicated headcount) for AY 2010-2011? \***

Please write your answer here:

**5 [5] What is the total number of student credit-hours earned through your dual credit program for AY 2010-2011? \***

Please write your answer here:

### **Student Eligibility**

**6 [1] Do all of your students meet the minimum 3.0 overall GPA requirement? \***

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

**7 [1.1] If not, please explain when and how exceptions are made.**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '6 [1]' (Do all of your students meet the minimum 3.0 overall GPA requirement?)

Please write your answer here:

**8 [2] Does your institution require admission tests or other competency assessments for individual dual credit courses? \***

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

**9 [3] Does your institution provide secondary schools with information regarding the rights and responsibilities of admitted and enrolled college/university students? \***

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

**10 [3.1] Please provide a copy or the web address where this information may be found. Please insert the web address below or send a copy to Heather MacCleoud, Research Associate at [heather.maccleoud@dhe.mo.gov](mailto:heather.maccleoud@dhe.mo.gov) or to her attention at:**

**Missouri Department of Higher Education  
P.O. Box 1469  
Jefferson City, MO 65102-1469**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '9 [3]' (Does your institution provide secondary schools with information regarding the rights and responsibilities of admitted and enrolled college/university students?)

Please write your answer here:

### **Program Structure and Administration**

**11 [1] Under what area is your institution's dual credit program administered? \***

Please choose all that apply and provide a comment:

- ☐ Academic Affairs
- ☐ Student Affairs
- ☐ Admissions and Enrollment Management
- ☐ Other

**12 [2] Please provide a copy of the institution's organizational chart as it pertains to the administration of the dual credit program. Please insert the web address where it may be found in the comment section below or send a copy to Heather MacCleoud, Research Associate at [heather.maccleoud@dhe.mo.gov](mailto:heather.maccleoud@dhe.mo.gov) or to her attention at:**

**Missouri Department of Higher Education  
P.O. Box 1469  
Jefferson City, MO 65102-1469 \***

Please write your answer here:

**13 [3] Do each of your high school instructors have an assigned liaison from the appropriate academic unit of the college? \***

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

**14 [3.1] If not, please provide an explanation.**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '13 [3]' (Do each of your high school instructors have an assigned liaison from the appropriate academic unit of the college?)

Please write your answer here:

**15 [3.2] If so, please check the following items that are approved/monitored by the assigned liaison:**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '13 [3]' (Do each of your high school instructors have an assigned liaison from the appropriate academic unit of the college?)

Please choose all that apply and provide a comment:

- ☐ Instructor Approval
- ☐ Syllabus
- ☐ Textbook(s)
- ☐ Teaching Methodology
- ☐ Student Assessment Strategies
- ☐ Instructor Evaluation
- ☐ On-Site Supervision
- ☐ Other (please explain)

**16 [4] Does your institution have established cut-off dates for registration? \***

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

**17 [4.1] If not, please explain your registration process and include a link to any applicable policies.**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '16 [4]' (Does your institution have established cut-off dates for registration?)

Please write your answer here:

**18 [5] Do all of your dual credit students have access to "student and academic support similar to that accorded students on the college campus, including access to library resources of similar scope and magnitude as those available to students enrolled in courses with the same titles on the college campus?" \***

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

**19 [5.1] Please provide a link to the policies or other information available on your website that describe the access that dual credit students have to resources on your campus.**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '18 [5]' (Do all of your dual credit students have access to "student and academic support similar to that accorded students on the college campus, including

access to library resources of similar scope and magnitude as those available to students enrolled in courses with the same titles on the college campus?")

Please write your answer here:

### **Faculty Qualifications and Support**

**20 [1] Are dual credit instructors in the programs provided by your institution approved by the respective college/university academic departments and meet the department requirements for on-campus instructors? \***

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

**21 [1.1] Please describe the criteria and processes for appointing, approving or denying dual credit instructors. This may be provided either via the web address where this information may be found or by sending documents to the MDHE. Please either insert the web address(es) below or send a copy to Heather MacCleoud, Research Associate at [heather.maccleoud@dhe.mo.gov](mailto:heather.maccleoud@dhe.mo.gov) or to her attention at:**

**Missouri Department of Higher Education**

**P.O. Box 1469**

**Jefferson City, MO 65102-1469 \***

Please write your answer here:

**22 [2] How many dual credit instructors does your program have across all courses (unduplicated headcount)? \***

Please write your answer here:

**23 [2.1] What percentage of your dual credit instructors meet the criteria stated in the CBHE Dual Credit Policy: "High school instructors teaching general education courses shall have a master's degree that includes substantial study (a minimum of 18 semester hours) appropriate to the academic field in which they are teaching." \***

Please choose all that apply and provide a comment:

- ☐ Less than 75%
- ☐ 76%-85%
- ☐ 86%-89%
- ☐ 90%-95%
- ☐ 96%-100%

**24 [2.2] You noted that less than 90% of your dual credit instructors meet the criteria stated in the CBHE Dual Credit Policy. Please provide an explanation that includes the difficulties encountered in fulfilling these criteria.**

**Only answer this question if the following conditions are met:**

° Answer was 'Less than 75%' or '76%-85%' or '86%-89%' at question '23 [2.1]' (What percentage of your dual credit instructors meet the criteria stated in the CBHE Dual Credit

Policy: "High school instructors teaching general education courses shall have a master's degree that includes substantial study (a minimum of 18 semester hours) appropriate to the academic field in which they are teaching.")

Please write your answer here:

**25 [3] Does your institution provide dual credit instructors with discipline-specific training and orientation? \***

Please choose all that apply and provide a comment:

- ☐ Yes
- ☐ No
- ☐ Only for some courses/instructors

**26 [3.1] What does this training include?**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '25 [3]' (Does your institution provide dual credit instructors with discipline-specific training and orientation?)

Please choose all that apply and provide a comment:

- ☐ Course Curriculum
- ☐ Assessment Criteria
- ☐ Pedagogy
- ☐ Course Philosophy
- ☐ Administrative Responsibilities and Procedures
- ☐ Other (please explain)

**27 [3.2 ] If not, please provide an explanation.**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '25 [3]' (Does your institution provide dual credit instructors with discipline-specific training and orientation?)

Please write your answer here:

**28 [3.3] Please provide 1) the types of training offered to instructors (please list applicable courses) and 2) an explanation for those instructors that do not receive such training.**

**Only answer this question if the following conditions are met:**

° Answer was 'Only for some courses/instructors' at question '25 [3]' (Does your institution provide dual credit instructors with discipline-specific training and orientation?)

Please write your answer here:

**29 [3.4] Please describe your institution's annual professional development for dual credit instructors and include links to relevant information that is available online. \***

Please write your answer here:

**30 [4] Does your institution's dual credit program provide ongoing collegial interaction/peer mentoring to address course content, best practices for assessment and evaluation and current/updated research in the field? \***

Please choose **only one** of the following:

- ☐ Yes

☐ No

**31 [4.1] If not, please provide an explanation.**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '30 [4]' (Does your institution's dual credit program provide ongoing collegial interaction/peer mentoring to address course content, best practices for assessment and evaluation and current/updated research in the field?)

Please write your answer here:

**32 [4.2] If so, please provide examples of these interactions that include format, delivery methods and frequency.**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '30 [4]' (Does your institution's dual credit program provide ongoing collegial interaction/peer mentoring to address course content, best practices for assessment and evaluation and current/updated research in the field?)

Please write your answer here:

**33 [5] Does your institution offer remuneration to the high school teacher, school, or district? \***

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

**34 [6] How does your institution offer remuneration to the high school teacher, school, and/or district?**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '33 [5]' (Does your institution offer remuneration to the high school teacher, school, or district?)

Please choose all that apply and provide a comment:

- ☐ Direct Pay per Course
- ☐ Direct Pay per Student
- ☐ Scholarships
- ☐ Fee Waivers
- ☐ Other Tuition Concessions
- ☐ Other (please provide a description)

### **Assessment of Student Performance**

**35 [1] Does your institution ensure that dual credit students are held to the same standards and methods of assessment as those expected of students in on-campus sections of a course?\***

- ☐ Yes
- ☐ No

**36 [1.1] If so, please provide a detailed description of the processes and implementation used to assure assessment standards. Please include links to applicable policies on the institution's website.**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '35 [1]' (Does your institution ensure that dual credit students are held to the same standards and methods of assessment as those expected of students in on-campus sections of a course?)

Please write your answer here:

**37 [1.2] If not, please provide an explanation.**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '35 [1]' (Does your institution ensure that dual credit students are held to the same standards and methods of assessment as those expected of students in on-campus sections of a course?)

Please write your answer here:

### **Transferability of Credit**

**38 [1] Is the dual credit program at your institution accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP)? \***

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

**39 [1.1] If not, is your institution working toward accreditation through NACEP?**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '38 [1]' (Is your institution accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?)

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

**40 [1.1.1] If not, please provide an explanation.**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '39 [1.1]' (If not, is your institution working toward accreditation through NACEP?)

Please write your answer here:

**41 [2] Are course credits earned by dual credit students recorded on an official transcript from your institution? \***

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

**42 [2.1] If so, please provide evidence in the form of a letter from the registrar. This may be emailed to Heather MacCleoud, Research Associate at [heather.maccleoud@dhe.mo.gov](mailto:heather.maccleoud@dhe.mo.gov) or mailed to her attention at:**

**Missouri Department of Higher Education  
P.O. Box 1469  
Jefferson City, MO 65102-1469**

**Only answer this question if the following conditions are met:**

° Answer was 'Yes' at question '41 [2]' (Are course credits earned by dual credit students recorded on an official transcript from your institution?)

Please write your answer here:

**43 [2.2] If not, please provide an explanation.**

**Only answer this question if the following conditions are met:**

° Answer was 'No' at question '41 [2]' (Are course credits earned by dual credit students recorded on an official transcript from your institution?)

Please write your answer here:

### **Evidence of Policy Compliance**

**44 [1] Please send a copy of all applicable dual credit policies and procedures at your institution or provide the web addresses where these documents may be found. Please send to Heather MacCleoud, Research Associate at [heather.maccleoud@dhe.mo.gov](mailto:heather.maccleoud@dhe.mo.gov) or send a hard copy to her attention at:**

**Missouri Department of Higher Education  
P.O. Box 1469  
Jefferson City, MO 65102-1469 \***  
Please write your answer here:

### **Miscellaneous**

**45 [1] Please list any major challenges your dual credit program has encountered in maintaining the guidelines set forth in the CBHE policy (e.g. replacing credentialed teachers who retire, leave the district, move into administration, or encounter illness/accidents; maintaining course content/rigor when teachers change or when high schools change the high school curriculum; providing annual faculty development, etc.). \***  
Please write your answer here:

**46 [2] In the space provided below, please share any additional information that you feel is relevant to your program and/or any comments or clarifications that you would like to provide. In addition, please feel free to send comments/questions to Heather MacCleoud, Research Associate at [heather.maccleoud@dhe.mo.gov](mailto:heather.maccleoud@dhe.mo.gov) or to her attention at:**



**Missouri Department of Higher Education**

**P.O. Box 1469**

**Jefferson City, MO 65102-1469.**

Please write your answer here:

Submit your survey.  
Thank you for completing this survey.

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